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ABSTRACT

This manual provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, the lessons provide a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with flexibility of selecting and adapting lessons for specific classroom settings. Each lesson begins with an outline for teaching that includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This packet of materials contains most of the materials needed for implementation. The manual is divided into nine topics with two to four lesson plans under each topic. Topics include: (1) "Introducing Japan"; (2) "Locating Japan"; (3) "Geography of Japan"; (4) "History of Japan"; (5) "The Japanese People"; (6) "The Japanese Language"; (7) "The Arts in Japan"; (8) "Japanese Holidays and Symbols"; and (9) "Modern Japan." (EH)

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IMAJ

INSTRUCTIONAL MATERIALS ABOUT JAPAN

JAPAN
THE LAND AND ITS PEOPLE

For Students In Grades Six and Seven

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IMAJ

INSTRUCTIONAL MATERIALS ABOUT JAPAN

JAPAN
THE LAND AND ITS PEOPLE

For Students In Grades Six and Seven

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Acknowledgments

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Introduction

Japan has drawn increasing attention from the media and schools in the United States in recent years. The Japanese continue to fascinate and perplex Americans. An understanding of the Japanese and their culture among United States citizens, however, is still inadequate. Although various elements of Japanese society may appear familiar because of the Japanese penchant for creative adaptation, the familiar usually has a distinctive Japanese twist to it. Other elements of the Japanese culture are, of course, quite different from our own experience or that of other Westerners. Yet despite differences in historic traditions and cultures, we and the Japanese confront many of the same issues of industrial and postindustrial urban society. For these reasons the study of Japan can be both interesting and rewarding.

This document provides suggestions and materials for teaching about Japan. Designed as a supplement to typical textbook treatments, it provides a range of readings, visuals, and activities to enrich and deepen student learning about Japan. Organized around topics dealing with history, geography, government, economics, and culture, the lessons provide teachers with the flexibility of selecting and adapting lessons for specific classroom settings.

Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This package of materials provides the teacher with most of the materials needed for implementation.

These materials may be reproduced by teachers and school systems for classroom use.

Foreword

THE JAPAN AMERICA SOCIETY OF GEORGIA

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As we enter the 21st century, globalization becomes more prominent in every Georgian's life. One of the most important areas of this growing awareness involves the bilateral relationship between the United States and Japan.

The continuing emergence of Asian countries necessitates an even greater understanding of Japan's role as a leader in the Pacific Rim, in addition to its role in global politics. Add to this the need for cultural, educational and business awareness of Japan and you can understand the role The Japan-America Society of Georgia plays in providing curriculum resource materials to Georgia educators.

The Japan-America Society of Georgia strives to effectively respond to the forces shaping our global environment by improving on Japanese-related educational curricula. These lessons have been developed in conjunction with the Georgia Department of Education and correlate with objectives of the Quality Core Curriculum.

With over 350 Japanese establishments located throughout the state, virtually every community is touched by this global impact. Therefore, it is imperative Georgia students of all ages be given the opportunity to expand their knowledge of other countries so they are better able to deal with an increasingly complex and competitive world.

Daniel P. Amos
Chairman

TOPIC 1

INTRODUCING JAPAN

Lesson 1

What are your classmates' perceptions of Japan and the Japanese people?

LESSON OBJECTIVE

The student will describe impressions of Japan and the Japanese people.

MATERIALS AND RESOURCES

❑ Calculators, graph paper, color pencils, rulers, compasses, protractors
❑ Worksheet 1.1 "Impressions of Japan"

STRATEGIES

Stereotyping about the Japanese and other Asian peoples continues to be a major obstacle in international education. This lesson is designed to give students an opportunity to examine their own perceptions of the Japanese before being introduced to a detailed unit of study on that nation and its people.

Begin this activity by distributing copies of Worksheet 1.1, "Impressions of Japan," to students. After they have individually completed the survey, divide the class into small groups and have each group tally the responses from one topic. Each group should use the raw data to construct tables, charts, and graphs to summarize the information for presentation to the class. Use the information to make generalizations and/or draw conclusions about students' impressions of Japan.

IMPRESSIONS OF JAPAN

Complete the following statements.

1. When I think of Japan, I think of...

2. When I think of the Japanese people, I think of ...

Place an X on the place on the line that most closely describes your notion of the Japanese people.

	1	*2*	*3*	*4*	*5*	*6*	
Hard-working							Lazy
Progressive							Traditional
Group Oriented							Individualistic
Peace Loving							Warlike
Intelligent							Ignorant
Artistic							Unimaginative
Honest							Sneaky
Technological							Backward

Are these statements your opinions? Write *yes*, *no*, or *not sure* in front of each.

_____ 1. Japan is a "friend" of the United States.

_____ 2. Japanese industry is a threat to the economic well-being of American industry.

_____ 3. The U.S. should share her oil resources with Japan in the event of an embargo.

Check those statements with which you agree.
I would ...

_____ have a Japanese person as a close friend.

_____ like to live next door to a Japanese family.

_____ vote for a Japanese-American for U.S. Senator.

_____ associate with a Japanese person only as a speaking acquaintance.

State whether each of the statements is true or false.

_____ Japanese children don't wear kimonos to school.

_____ Golf and tennis are popular sports in Japan.

_____ Most Japanese children have kittens and puppies as pets.

_____ Most Japanese young people eat with a knife, fork, and spoon.

_____ Japanese middle school and high school students study English in school.

TOPIC 1

INTRODUCING JAPAN

Lesson 2

What types of reference materials are useful in learning more about Japan?

LESSON OBJECTIVE

The student will locate information about Japan in a variety of reference materials.

MATERIALS AND RESOURCES

❑ Worksheet 1.2 "Japanese Trivial Pursuit"
❑ Reference materials in the school media center

STRATEGIES

A study of Japan should include many facets history, geography, economics, culture and politics, to name a few. This activity is designed to direct students to a variety of resources which will provide them with information on Japan in many difference areas.

Provide students with a copy of Worksheet 1.2, "Japanese Trivial Pursuit." Take the class to the media center and have the students locate the information requested.

JAPANESE TRIVIAL PURSUIT

Use materials in the reference section of the library to answer the questions:

1. What are Japan's four main islands? *(World Almanac)*

2. Who said, "Filial piety is the root of man." *(Bartlett's Familiar Quotations)*

3. What was the Richter Scale rating of the earthquake that hit Kobe Island in 1995? *(Facts on File)*

4. What is the name of the strait between South Korea and Japan? *(World Atlas)*

5. What university did Emperor Akihito attend? *(Current Biography)*

6. Who visited Yokohama, Japan's chief seaport, in 1854? *(Webster's Geographical Dictionary)*

7. Find an article on Nagasaki, Japan, written since 1987. *(Reader's Guide to Periodical Literature)*

8. What form of government does Japan have? *(Political Handbook of the World)*

9. Numerically, which number emperor was Hirohito? *(Encyclopedia of World Biography)*

10. Who was the author of *The Tale of Genji*, the work considered to be the greatest single piece of Japanese literature? *(Reader's Encyclopedia)*

JAPANESE TRIVIAL PURSUIT

Use materials in the reference section of the library to answer the questions:

1. What are Japan's four main islands? *(World Almanac)*
   Hokkaido, Honshu, Shikoku, Kyushu

2. Who said, "Filial piety is the root of man." *(Bartlett's Familiar Quotations)*
   NakaeToju

3. What was the Richter Scale rating of the earthquake that hit Kobe in 1995? *(Facts on File)*
   7.2

4. What is the name of the strait between South Korea and Japan? *(World Atlas)*
   Korea Strait

5. What university did Emperor Akihito attend? *(Current Biography)*
   Gakushuin University

6. Who visited Yokohama, Japan's chief seaport, in 1854?
   (Webster's Geographical Dictionary)
   Commodore Matthew Perry

7. Find an article on Nagasaki, Japan, written since 1987.
   (Reader's Guide to Periodical Literature)
   Answer varies

8. What form of government does Japan have? *(Political Handbook of the World)*
   Constitutional Monarchy

9. Numerically, which number emperor was Hirohito?
   (Encyclopedia of World Biography)
   124

10. Who was the author of *The Tale of Genji,* the work considered to be the greatest single piece of Japanese literature? *(Reader's Encyclopedia)*
    Murasaki Shikibu

TOPIC 2

LOCATING JAPAN

Lesson 1
What characterizes Asia as a world region?

LESSON OBJECTIVE

The student will identify major regions of the world and describe characteristics that distinguish Asia as a world region.

MATERIALS AND RESOURCES

❑ Teacher Resource 2 1 "Regions of the World"

STRATEGIES

Many students are not able to distinguish between a geographic region and a political state. The purpose of this lesson is to introduce the concept of a region so that students will be able to identify Asia and then locate Japan with the Asian region. Teacher Resource 2.1, "Regions of the World," provides a step by step process for teaching the concept of region.

REGIONS OF THE WORLD

A region is an area of the earth's surface which has certain common characteristics that make it unique from other areas.

The following are major world regions:

1. The Middle East is a region. There are two characteristics common to this region:
   A. Physical: Much of the region has a dry climate (steppe and desert).
   B. Cultural: Islam is the dominant religion; Arabic is the dominant language.

(At this point use a map to point out the countries of the Middle East. The countries of North Africa are generally considered to be a part of this region.)

2. Latin America is a region. Latin America is unique from a cultural standpoint.
   A. Spanish and Portuguese are the predominant languages.
   B. Roman Catholicism is the predominant religion.
   C. Most countries are former Spanish and Portuguese colonies.
   D. Most countries share a common socioeconomic condition at present.

(Use a map to locate Latin America.)

The following are not major world regions:

1. Egypt is not a major world region. It is part of the Middle Eastern region.
2. Peru is not a major world region. It is part of the Latin American region.

Discuss the following question with the class:

1. Is the U.S. a major world region?
   No. It is part of the major region called Anglo-America (United States and Canada)

2. Is Russia a region?
   Yes. It is continental in size and resources. In addition, it is dominated by one political philosophy. It has been viewed historically as a distinct political unit from Eastern Europe and Communist China.

3. Is sub-Saharan Africa a region? Yes. The countries south of the Sahara are similar culturally and physically. They also share many problems in common as the result of colonialism and independence. The countries north of the Sahara are most often considered to be a part of the Middle East region since their cultural and historical orientation has been with the other countries of the Middle East as opposed to the countries of the Sahara.

4. Is Asia a region? Yes. Many Asian countries such as Japan and China share certain physical and cultural characteristics.

TOPIC 2

LOCATING JAPAN

Lesson 2
Where is Japan located in the world?

LESSON OBJECTIVE

The student will identify the location of Japan in the world in relation to the United States

MATERIALS AND RESOURCES

❑ Worksheet 2.1 "Perspectives on the World"
❑ Worksheet 2.2 "Japan" A Geography for Americans"

STRATEGIES

Establishing a sense of place is critical to any subsequent study of a country. Students also need to be aware of the role maps play in determining their perspective of a particular country. This lesson gives students an opportunity to experiment with different perspectives when looking at Japan

Begin the lesson by distributing Worksheet 2.1, "Perspectives on the World," to students. Discuss the following with the class

- Locate Japan and the United States on all three maps.
- Describe the relation of the two countries in relation to one another.
- Which map is probably used in Japanese classrooms? Why?
- In what region of the world is Japan located? What geographic areas border Japan?
- In land size, is Japan a large or small nation as compared to the United States?
- Describe the route that would be used by airlines flying from Atlanta to Tokyo.

Next, distribute Worksheet 2.2, "Japan: A Geography for Americans," and have students look for answers to the questions in almanacs and encyclopedias. Discuss the meaning of the poem in class.

PERSPECTIVES ON THE WORLD

PERSPECTIVES ON THE WORLD

PERSPECTIVES ON THE WORLD

JAPAN: A GEOGRAPHY FOR AMERICANS

By Douglas R. Reynolds
Georgia State University

The State of California
If carved away from land
Then straightened out, and twisted west
Below a central band

Would look a spot like Japan
Add to this, further still
A rugged central mountain chain
Land, but one-sixth, to till

Into plains and valleys narrow
Pack people, pinched and tight--
Half the U.S. population
Would be about just right.

Now take this severed piece of land
And drop it out at sea
Due west a hundred miles
Is where you'd have to be.

Snip off both ends, north and southwest --
Hokkaido and Kyushu --
Straight out from California find --
Shikoku and Honshu.

Honshu is long, shaped like a foot,
It's "heel"--modern Tokyo
On down its "sole," Mt. Fuji,
Nagoya, Osaka, Kyoto.

This is Japan -- don't take my word
Run to a map -- go! go!
Just take a single minute, and
These facts for life you'll know.

NOTES

Land area of California: _____ square miles
Land area of Japan: _____ square miles

Mt. Fuji, Japan's highest peak, soars _____ feet from sea level.

Only _____% of Japan's land is arable.

U.S. population: _____ million (Year: _____)
Japan population: _____ million (Year: _____)

Korea, Japan's closest continental neighbor, is more than _____ miles distant.

The latitudes of northern Honshu and southern Shikoku are nearly identical to those of which state in the United States? _____

JAPAN: A GEOGRAPHY FOR AMERICANS

By Douglas R. Reynolds
Georgia State University

The State of California
If carved away from land
Then straightened out, and twisted west
Below a central band

Would look a spot like Japan
Add to this, further still
A rugged central mountain chain
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Into plains and valleys narrow
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Snip off both ends, north and southwest --
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Straight out from California find --
Shikoku and Honshu.

Honshu is long, shaped like a foot,
It's "heel"--modern Tokyo
On down its "sole," Mt. Fuji,
Nagoya, Osaka, Kyoto.

This is Japan -- don't take my word
Run to a map -- go! go!
Just take a single minute, and
These facts for life you'll know.

NOTES

Land area of California: ___*158,693*___ square miles
Land area of Japan: _____*145,730*___ square miles

Mt. Fuji, Japan's highest peak, soars ____*12,389*_____ feet from sea level.

Only ____*14*_____% of Japan's land is arable.

U.S. population: ___*255*_____ million (Year: ___*1992*_____)
Japan population: _____*125*_____ million (Year: ____*1992*___)

Korea, Japan's closest continental neighbor, is more than ____*100*_____ miles distant.

The latitudes of northern Honshu and southern Shikoku are nearly identical to those of which state in the United States? ____*California*_____

TOPIC 2

LOCATING JAPAN

Lesson 3
What is Japan's location in Asia?

LESSON OBJECTIVE

The student will describe Japan's location in relation to other nations in Asia.

MATERIALS AND RESOURCES

❑ Worksheet 2 3 "Outline Map of Japan"
❑ Teacher Resource 2.2 "Political Map of Japan"
❑ Teacher Resource 2.3 "Comparative Size and Location"

STRATEGIES

As a mountainous country consisting of a series of islands, students need to recognize the geographic diversity found in Japan. This lesson asks students to identify a number of different geographic features, as well as locate major cities and bodies of water. In addition, students will locate and label the other Asian countries that are Japan's closest neighbors.

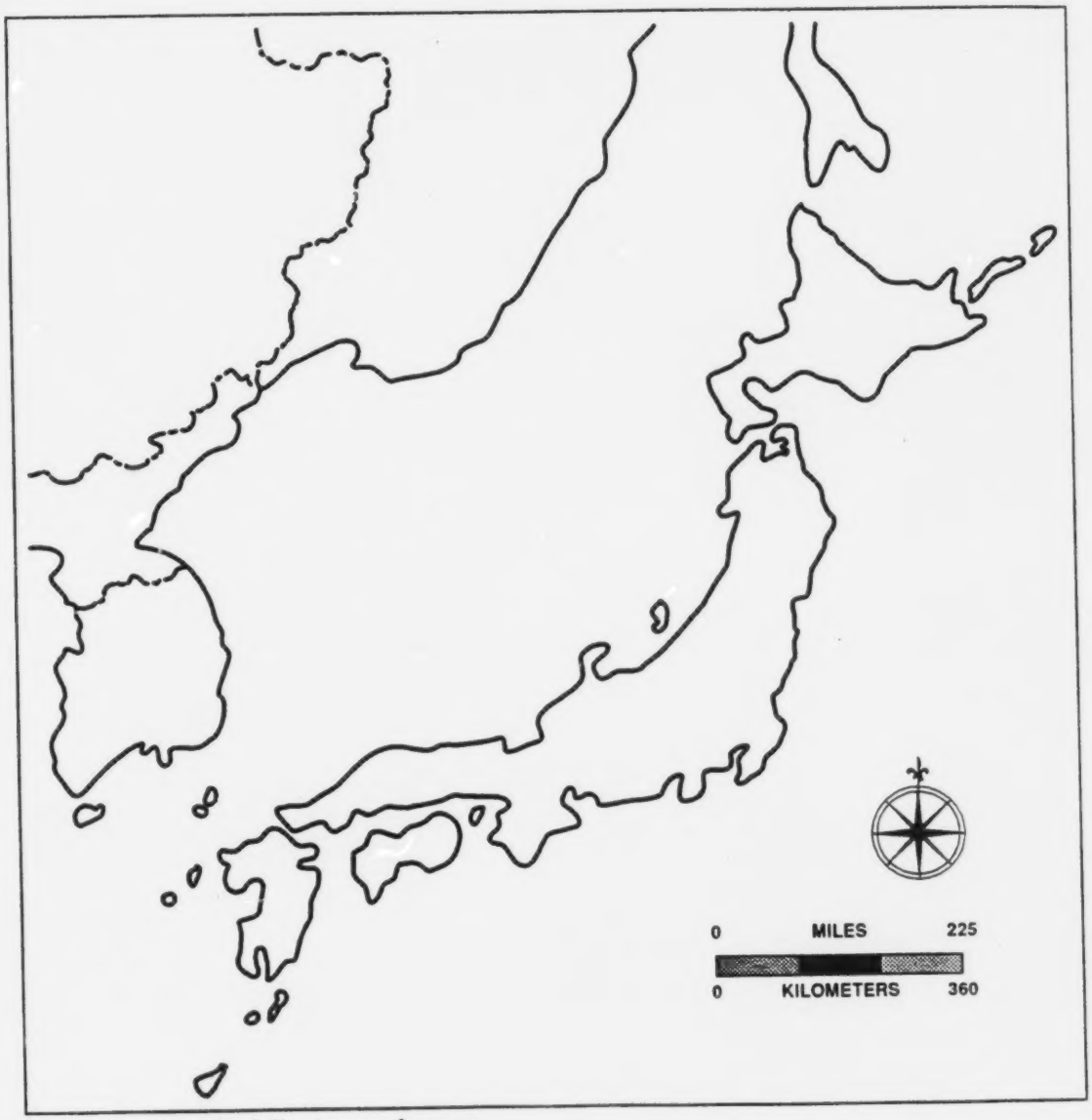
Begin the lesson by distributing Worksheet 2.3, "Outline Map of Japan," and ask students to locate, label and discuss the following items.

- the four major island, largest cities, and basic land forms such as mountains, rivers, etc.
- Japan is a densely populated country. In what part of Japan do most of the people live?
- Why do few people live in inland Japan?

Next, the teacher should use a transparency of Teacher Resource 2.2, "Political Map of Japan," to review the student work prepared for Worksheet 2.3. To conclude this lesson, the teacher should use a transparency of Teacher Resource 2.3, "Comparative Size and Location," to help students make comparisons between Japan and the eastern United States Discussion might include the following points.

Compare the location of both the United States and Japan using latitude and longitude If Japan were placed on the east coast, where would New York, Washington, D.C., Atlanta, etc., fall? Where would Tokyo, Sapporo, Hiroshima, etc., fall on a map of the United States? Are the climates of the cities in the two nations similar? Why or why not?

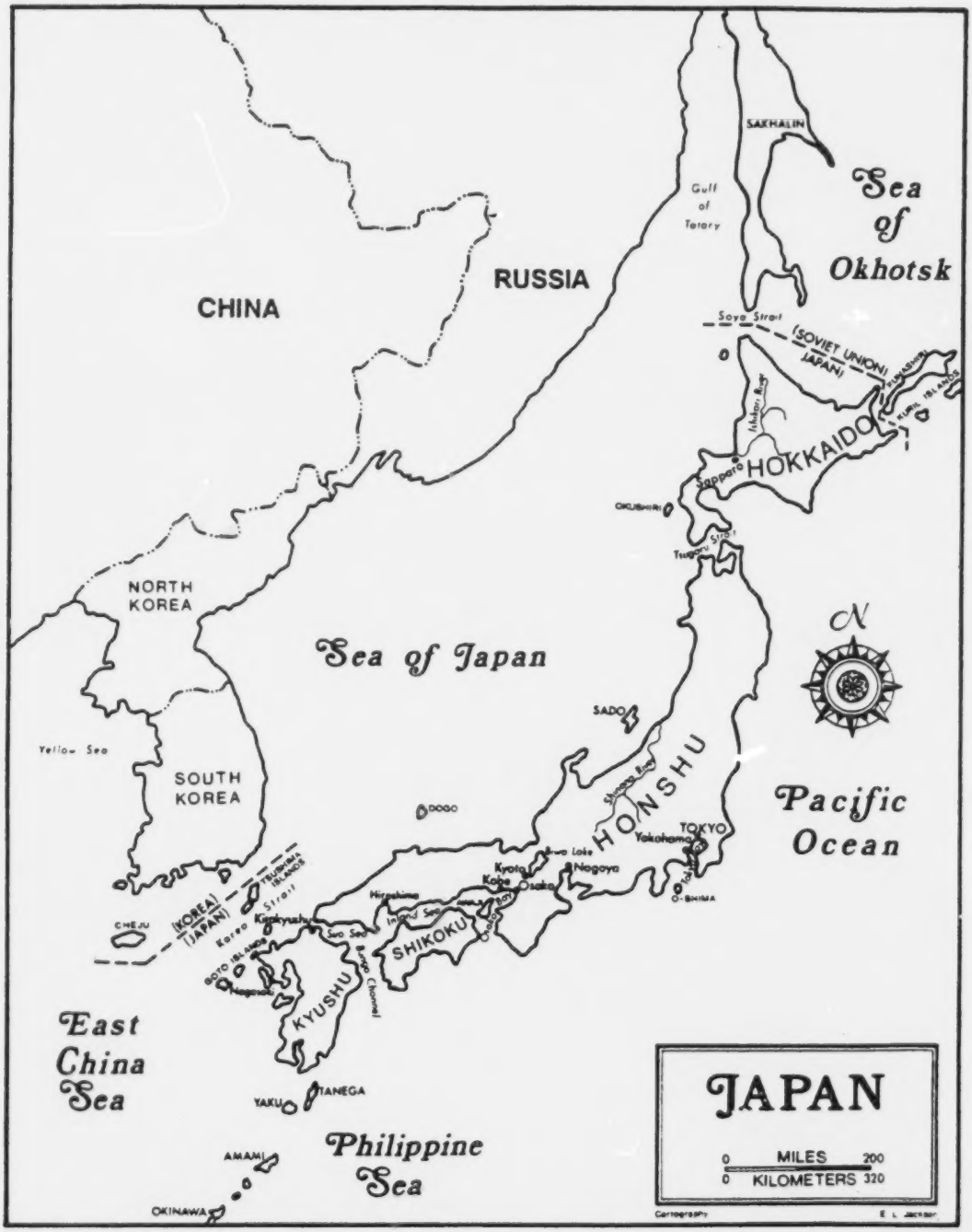
OUTLINE MAP OF JAPAN



Locate the following on the map:

Pacific Ocean
Sea of Okhotsk
Sea of Japan
Korea Strait
East China Sea
China
Russia
North Korea
South Korea
Sakhalin Island
Kuril Islands
Okinawa
Hokkaido
Honshu
Shikoku
Kyushu

POLITICAL MAP OF JAPAN



COMPARATIVE SIZE AND LOCATION

TOPIC 3

GEOGRAPHY OF JAPAN

Lesson 1
Where are the major population centers of Japan?

LESSON OBJECTIVE

The student will locate major cities in Japan and the islands with the greatest population.

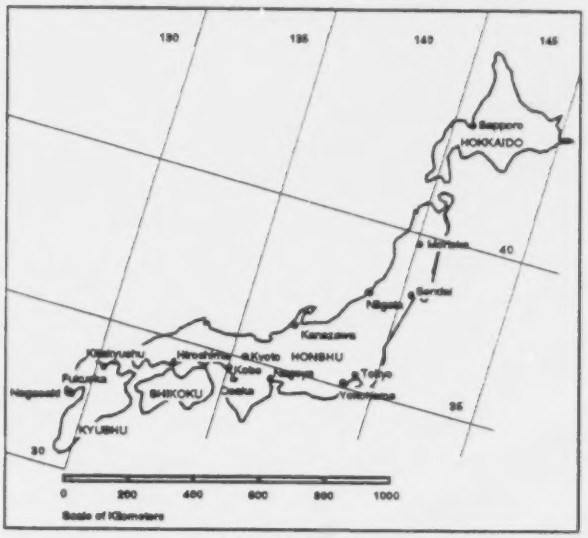
MATERIALS AND RESOURCES

❑ Worksheet 3 l "Population Centers"

STRATEGIES

The population of Japan is centered along the nation's coastal regions. The mountainous interior has played a large role in shaping the demographics of the country. To help students visualize Japan's population distribution, have them complete the activities on Worksheet 3.1, "Population Centers."

POPULATION CENTERS



QUESTIONS

1. On which island are most of the major cities located? Which of the islands contains none of the eight major population centers?

2. Along what line of latitude do most of the major cities cluster?

3. Give the latitude and longitude of these cities:

Kobe

Fukuoka

Yokohama

MAJOR CITIES & POPULATION, 1995	
Tokyo	8,005,000
Yokohama	3,308,000
Osaka	2,579,000
Nagoya	2,151,000
Sapporo	1,759,000
Kobe	1,479,000
Kyoto	1,448,000
Fukuoka	1,279,000

From: *Japan: An International Comparison* (Tokyo: Keizai Koho Center, 1996)

4. Use the scale of kilometers to determine the approximate distance from Tokyo to Sapporo.

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POPULATION CENTERS

1. On which island are most of the major cities located? Which of the islands contains none of the eight major population centers?
Honshu; Shikoku

2. Along what line of latitude do most of the major cities cluster?
35E

3. Give the latitude and longitude for the following cities:

Kobe	**135°E; 35°N**
Fukuoka	**129°E; 33°N**
Yokohama	**138°E; 35°N**

4. Use the scale of kilometers to determine the approximate distance from Tokyo to Sapporo.
850 km

TOPIC 3

GEOGRAPHY OF JAPAN

Lesson 2
How are cities in Georgia and Japan similar?

LESSON OBJECTIVE

The student will compare and contrast cities in Georgia and Japan.

MATERIALS AND RESOURCES

❑ Worksheet 3.2 "Georgia Sister Cities"

STRATEGIES

Many Georgia cities have taken advantage of the national Sister Cities program designed to encourage cultural and economic cooperation at the local level. A number of cities in Georgia have established Sister City programs with communities in Japan.

To familiarize students with the program and Georgia Japan connections, distribute Worksheet 3.2, "Georgia Sister Cities, and ask them to select a city relationship they would like to know more about. Form small groups according to their interests and have each group write to Sister Cities International. In addition, students should examine reference books, current periodicals and other materials. This information can then be organized for inclusion in the worksheet.

GEORGIA SISTER CITIES

Many cities in Georgia have a "sister city" in another country. Some of these are:

Americus	**Jung Ho City, Taiwan**	**Columbus**	**Kiryu, Japan**
Atlanta	**Lagos, Nigeria**	**Decatur**	**Ouahigouya, Burkina Faso**
	Montego Bay, Jamaica	**Elberton**	**Mure, Japan**
	Newcastle-upon-Tyne, England	**Gainesville**	**Ohito, Japan**
		Helen	**Fussen, Germany**
	Rio de Janeiro, Brazil	**LaGrange**	**Aso, Japan**
	Tegu, Korea	**Macon**	**Kaohsiung, Taiwan**
	Toulouse, France		**Kurobe, Japan**
	Brussels, Belgium		**Macon, France**
	Daegu, Korea	**Marietta**	**Heredia, Costa Rica**
	Salzburg, Austria		**Lina Am Rhein, Germany**
	Taipei, Taiwan	**Plains**	**Kaohsiung, Taiwan**
Augusta	**Garahhuns, Brazil**		**Oshino, Japan**
	Takarazuka, Japan	**Savannah**	**Patrai, Greece**
Brunswick	**I-Lan, Taiwan**	**Thomasville**	**Luneberg, Gerrnany**

ACTIVITIES

► From the chart above, make a list of the Georgia cities that have a Sister City in Japan.

► Find information comparing statistical information on a Georgia Japan Sister City Relationship. Use the sister city worksheet. These are suggested topics, and you may not be able to locate all of this information or you may think of topics on your own. Organize the information into charts and tables. How are the cities alike? How are they different? Are there any patterns? What advantages are there to having a sister city relationship? What might be some of the disadvantages?

► Find out more about how the Sister City organization works by writing:

Sister Cities International
120 South Payne Street
Alexandria, Virginia 22314

SISTER CITY WORKSHEET

CHARACTERISTIC	GEORGIA CITY	JAPANESE CITY
Population/ Geographical Area		
Form of City Government		
Major Industries		
Transportation Links		
International Corporations		
Ethnic Composition		
Major Religions		
Languages Spoken		
Major Centers of Learning		
Most Popular Sport		

TOPIC 3

GEOGRAPHY OF JAPAN

Lesson 3
How do the constraints on Japanese agriculture affect the lives of ordinary people?

LESSON OBJECTIVE

The student will identify those agricultural products Japan imports and exports.

MATERIALS AND RESOURCES

- ❑ Worksheet 3.3 "Foreign Trade and Agriculture"
- ❑ Handout 3.1 "Case Study: The Oka Family"
- ❑ Handout 3.2 "Japanese Menu"

STRATEGIES

Because of geography and population demographics, Japan finds it increasingly necessary to import agricultural products. The Japanese diet is influenced by this reliance on imports as well as more readily available sea food. A large number of people living in a limited area puts agricultural land at a premium and society has to make adjustments. To give students an opportunity to examine how Japan is dealing with these issues, distribute Worksheet 3.3, "Foreign Trade and Agriculture. " Have students answer the questions and discuss with the class the possible reasons as to why Japan now imports more agricultural products than it once did.

Next, have students read the story "The Okas" (Handout 3.1, pages 1 and 2). They should write a short essay describing how space affects Japanese farmers, the land they live on, their crops, and farming techniques.

To conclude this activity, have the class look at Handout 3.2, "Japanese Menu," and list all the items that come from the sea. Discuss possible reasons for this. Have one of the students interview the school dietitian to compare the nutritional value of American and Japanese menus.

FOREIGN TRADE AND AGRICULTURE

SELF-SUFFICIENCY RATIOS FOR JAPAN*							
PRODUCT	***1960***	***1965***	***1970***	***1975***	***1979***	***1985***	***1992***
Dairy	89	86	89	82	87	89	81
Fruits	100	90	84	84	85	76	59
Meat	90	90	89	77	80	81	65
Rice	102	95	106	110	107	107	101
Sugar	18	30	23	16	24	14	NA
Vegetables	100	100	99	99	97	95	90
Wheat	39	28	9	4	9	14	12
From *Facts About Japan* (Tokyo: Public Information Bureau, Ministry of Foreign Affairs, 1981); *Facts and Figures of Japan* (Tokyo: Foreign Press Center, Japan, 1995).							
**Figures indicate the percentage of national consumption which was actually produced in Japan.*							

QUESTIONS

1. Which crop did Japan import most extensively in 1960?

1970?

1985?

2. Which crop does Japan grow in surplus?

3. Which crops has Japan grown in about the same amounts since 1960?

Which crops has Japan been growing less of since 1960?

4. Do you think that Japan is becoming more agriculturally independent or does it depend on other nations more than it used to for food? Explain your answer.

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FOREIGN TRADE AND AGRICULTURE

1. Which crop did Japan import most extensively in 1960?
Sugar

1970?
Wheat

198O?
Sugar and wheat

2. Which crop does Japan grow in surplus?
Rice

3. Which crops has Japan grown in about the same amounts since 1960?
dairy products; rice; sugar

Which crops has Japan been growing less of since 1960?
fruits; meat; vegetables and wheat

4. Do you think that Japan is becoming more agriculturally independent or does it depend on other nations more than it used to for food? Explain your answer.
Japan depends on other nations for food more now than it did in the past. Most of the self-sufficiency ratios for the foods listed are moving downward or staying the same.

CASE STUDY: THE OKA FAMILY

Mr. Yoshiaka Oka and his family proudly carry out an important economic activity in Japan that the Okas have been engaged in for seventeen generations: farming. Since farming means life for all of the world's people as it i8 the major source of food, we want you to get to know Mr. Oka.

THE FAMILY

Mr. Oka, a slender, friendly man in his forties, and his family of six, live in a modest home a quarter of a mile from their farm which is located in Mie Prefecture (a Japanese prefecture is similar to an American state), a largely rural prefecture in south central Japan. Mr. Okas' farm is only a few miles from the prefectural capital of Tsu.

When Americans think of rural, we imagine empty spaces. "Rural" is quite different in Japan. Because approximately 314 people live in one square kilometer (slightly over half a square mile; an average of 27 people occupy the same space in the United States), Japanese farms are surrounded by houses, businesses, and other structures. Because farms are almost always adjacent to buildings it is hard for Americans to tell what is rural in Japan!

Mr. Oka, his wife, their two adult unmarried sons, and Mr. Okas' elderly parents all work on the farm during the year, although no family member works at farming full time. The farm provides 30~o of the Okas' annual cash income and much food for the family. Mr. Oka and his sons have full-time heavy manufacturing jobs in Tsu. A combination of employment in business and industry and farming is a characteristic shared by most Japanese farmers today. Less than 10% of Japanese farmers earn all their annual income from full-time farming.

THE LAND AND MAJOR CROPS

Although Mr. Okas' land is valued at ¥40,000,000 ($400,000), there is not much of it by U.S. standards. The entire Oka farm is only two and three-quarter acres. Even though the Oka's farm is smaller than most farms, the average Japanese farm is only four and one half acres. The average U.S. farm by contrast is 437 acres. The Okas' farm consists of a two and one half acre plot for rice and a one fourth acre plot for vegetables. Why rice and vegetables instead of cattle and corn? The size of Mr. Okas' farm, more than any other factor, would cause him to lose many yen if he raised cattle or planted corn. The Okas' two plots are approximately one half mile apart and two private homes and another farmer's plot separate the Okas' land.

Rice is the major crop the Okas produce (as is the case with most Japanese farmers), and it is planted in early April. The first step in rice cultivation is the growing of tiny seedlings in trays inside the Okas' barn. The barn is the size of a hobby workshop in the United States. Later on that same month the rice beds in the fields are prepared with a tractor and land cultivator, and a

rice replanter is used to plant the seedlings in the field. At the end of August the rice is harvested with a combine, then put through a husking machine and a rice dryer in the Okas' barn. The rice is now ready for delivery to the local farmers cooperative where Mr. Oka sells his crop. Mr. Oka is responsible for trucking his rice, and all his crops, to market.

The Okas' second crops, cabbage and *taro* (a South Pacific cousin to our sweet potato), are grown on their one fourth acre plot. The vegetables are planted in July and harvested in November. The tractor and cultivator are used to prepare the land, but the cabbage and *taro* seeds are sown and the vegetables picked by hand.

All of Mr. Oka's equipment, although expensive for a Japanese farmer, is small by American standards. His tractor is the size of a riding lawnmower, and none of the other equipment is as large in height as the average adult. Again, space determines the size of equipment on the Japanese farm. Not only would larger equipment be inefficient on small Japanese farms, there is no place for Japanese farmer to store the large tractors, trucks, and combines found on farms in our country.

FARMING TECHNIQUES

Although the Oka family uses a variety of equipment in their operation in working with rice, vegetables are more delicate and are worked largely by hand. This work is labor intensive that is, it takes several family members to plant, weed, and pick the cabbages and *taro*.

One farming technique that the Okas cannot use that farmers in many lands employ is the practice of allowing land from time to time to remain fallow, or unplanted, so that soil nutrients lost from crop growth may be replenished. Therefore, the Okas must employ regularly a large amount of inorganic and organic fertilizer to replenish the nutrients that are robbed from the land by growing crops. Although allowing land to remain fallow is a better farming method than planting year after year, the small size of farms in Japan makes it much more costly for a Japanese farmer not to plant a crop than for an American farmer to follow this practice. Again, space determines what techniques a Japanese farmer may or may not employ.

Thus, in many ways, the lives of Mr. Oka and other Japanese farmers are similar to the lives of American farmers. Mr. Oka spends long hours outside, must cope with paying for costly equipment, works extremely hard during planting and harvesting, and worries about low prices for his produce. However, few sights could be more different in appearance than the average Japanese and American farms. The one factor in the physical environment most accounts for this difference: SPACE.

From *An Inquiry Unit on the Economic Geography of Japan for Junior Nigh Geography*, Lucien Ellington and Jane Duffy (Chattanooga: Center for Economic Education, The University of Tennessee at Chattanooga. 1985).

JAPANESE MENU

BREAKFAST
Rice
Baked Brim
Tofu
Pickled Squash
Tea

LUNCH
Fish Soup with Fresh Vegetables,
Noodles and Prawns
Tea

DINNER
Lotus Root
Snow Peas
Prawn Fritters
Raw Fish
Rice wrapped in Dried Seaweed
Pickled Radish
Tea

TOPIC 4

HISTORY OF JAPAN

Lesson 1
What are the major eras of Japanese history?

LESSON OBJECTIVE

The student will categorize events by historic periods.

MATERIALS AND RESOURCES

❑ Teacher Resource 4.1 "Major Eras of Japanese History"
❑ Worksheet 4.1 "Major Events in Japanese History"

STRATEGIES

Japan has a history which greatly predates that of the United States. Japan had a highly developed imperials system long before the voyages of Columbus. This lesson is designed to introduce students to the major eras of Japanese history dating to the end of the Roman empire.

The teacher should make a transparency of Teacher Resource 4. l, "Major Eras of Japanese History," and project it for the class to view. Distribute Worksheet 4.1, "Major Events in Japanese History," and have students match the events with the correct era.

MAJOR ERAS OF JAPANESE HISTORY

ERA 1	
Before 400 A.D.	Prehistory; archaeological records only
ERA 2	
400 - 635	"Familial Age" of tribal rule and warfare centered around clans
ERA 3	
645 - 1192	"Aristocratic Age" of civil monarchy; Politics and culture centered around the imperial court
645 - 793	Era of massive borrowings from China
710 - 793	The Nara era: Imperial capital at Nara
793 - 1185	The Heian era: Imperial capital at Kyoto
ERA 4	
1192 - 1868	"Feudal Age" of military aristocracy
1603 - 1868	The Tokugawa period: rule by a shogun and his shogunate: *daimyo* and *samurai* warriors; capital at Edo (now Tokyo)
ERA 5	
1868 - 1945	The Meiji period: modernization and imperialism under the 1889 Imperial Constitution
ERA 6	
1945 - present	The Postwar period: representative democracy; postindustrial development; middle class society

From "Periodization of Japanese History," Douglas R. Reynolds (Atlanta: Department of History, Georgia State University).

MAJOR EVENTS IN JAPANESE HISTORY

Match the following events with the correct era in Japanese history:

_____ A. first imperial capital was built at Nara. The buildings from this period included the Hall of the Great Buddha, the largest wooden building in the world under one roof.

_____ B. Japan, a society divided by tribal conflicts, had extensive contact with the highly civilized culture of China.

_____ C. The power of the Emperor and the Kyoto court declined as strong clans struggled with each other for power.

_____ D. As contacts with the Chinese increased, the Japanese began their adaptation of Chinese writing and the principles of Buddhism.

_____ E. The Japanese Shogunate had its first contact with the West, in the form of Portuguese traders and Jesuit missionaries. These foreigners introduced the Japanese to the musket, which enabled a military clan to seize power in the country.

_____ F. An imperial prince who later became the Emperor Tenchi reconstructed Japan's government along the lines of the autocratic Chinese model. Japan moved from a country of loosely connected clans to a centralized monarchy.

_____ G. Commodore Perry brought American ships into Tokyo Bay, setting in motion the process that was to open feudal Japan to the West.

_____ H. The second imperial capital was established at Kyoto, beginning an era known as Japan's "Golden Age." The first Japanese university was founded during this era.

_____ I. According to Japanese mythology, this was the era of the rule of Jimmu Tenno, the first emperor of Japan. He was reputed to be a descendant of the sun goddess Amaterasu. Some historians believe that he was a contemporary of Julius Caesar.

_____ J. A class of soldier statesmen emerged who followed a code of chivalry known as *bushido,* or the "Way of the Warrior." The two outstanding virtues of these warriors were indifference to suffering and death and a strong sense of personal loyalty.

_____ K. The Meiji Constitution combined Western political technology and traditional Japanese political ideas to speed up the modernization process in the country.

_____ L. Kublai Khan's Mongol fleet was defeated by the bravery of the *samurai* warriors. The *samurai* were aided by a typhoon, also known as *kamikaze*, or "divine wind."

_____ M. Two Japanese cities, Hiroshima and Nagasaki, were targets for the first atomic bomb explosions during World War II.

_____ N. The Japanese defeated the Russians in a dispute over territory in Manchuria, thus earning Japan its first recognition as a world power.

_____ O. The myth of Jimmu Tenno's divine origin became one of the basic tenet of the Shinto religion.

_____ P. Japan reorganized her government along the lines of a British style parliamentary system. Other reforms included land reform and restructuring of the educational system.

_____ Q. The Japanese conquered portions of Korea and China and established themselves as an imperial power.

_____ R. Japan became one of the leading manufacturing countries in the world.

_____ S. The Japanese Air Force attacked American forces at Pearl Harbor, leading the United States into a declaration of war.

From An *Introduction to Japanese History*. Scott A. F. Runkle (Japan: International Society for Educational Information Press, 1976).

MAJOR EVENTS IN JAPANESE HISTORY

A. 3

B. 3

C. 4

D. 3

E. 4

F. 5

G. 5

H. 3

I. 1

J. 4

K. 5

L. 4

M. 5

N. 5

O. 1

P. 6

Q. 5

R. 6

S. 5

TOPIC 4

HISTORY OF JAPAN

Lesson 2

What are the similarities and differences between Japanese samurai and feudal knights?

LESSON OBJECTIVE

The student will discuss the feudal period in Japanese history and compare the feudal period of Japan with the European medieval period.

MATERIALS AND RESOURCES

- ❑ Handout 4.1 "The Samurai Tradition: Bushido"
- ❑ Worksheet 4.2 "Comparing Feudal Traditions"
- ❑ Teacher Resource 4.2 "Drawings of Samurai Dress"

STRATEGIES

Many interesting comparisons can be made between the traditions of feudal Japan and feudal Europe. This lesson introduces students to the life of the Samurai and the honor code of bushido. Students then compare the samurai warrior to his European counterpart.

Share the information from Handout 4.1, "The Samurai Tradition: Bushido," with students. Follow this with a class discussion comparing the samurai of feudal Japan with the knights of feudal Europe. Distribute copies of Worksheet 4.2, "Comparing Feudal Traditions," for students to complete. Discuss the following questions with students.

- What are the significant similarities between the Japanese feudal era and the feudal era of Europe?
- What are the significant differences between the two eras?
- What factors might account for the differences?

The set of drawings found in Teacher Resource 4.2 can be made into transparencies or handouts. Have students make comparisons between these costumes and those worn by knights during the European medieval period by location information in the school media center. Students could be given copies of the figures to color for a classroom display.

BACKGROUND: THE SAMURAI TRADITION: *BUSHIDO*

After Japan was unified in 1590, the *samurai* retained their high social status but they found fewer and fewer opportunities to take part in the battles that had been such a large part of their former reputations. The era of peace inaugurated by the Tokugawa Shogunate, beginning in 1600, led many *samurai* to move into governmental positions that were no longer primarily military in nature. These changes also transformed the focus of *samurai* life, placing even greater emphasis on the forms and traditions of the *samurai* class.

The *samurai* honor code of *bushido* began during the twelfth century as a part of the rules that structure the relationship between a lord *(daimyo)* and his vassal *(gokinin).* In exchange for the lord's daily protection, the *samurai,* who were his vassals, owed him services of different kinds, particularly their willingness to go to war to defend his lands with their lives if it became necessary.

Honor was central to the code of the *samurai* warrior. An old Japanese saying sums up the ideas as "A man is for one generation but honor is for all generations." Any act of cowardice was considered a disgrace, whereas an act of valor brought not only honor but often rewards like land and other property.

The responsibility of the *samurai* was to remember and honor his service to his lord, to undergo constant physical training and conditioning, to perfect his skills at military strategy and martial arts, and to display courage at all times. The word *samurai* comes from a Japanese verb meaning "to serve."

The duties of *bushido* were written down in the *hagakure,* or "hidden leaves," a book written in 1716 for the *samurai* of the Saga clan during the early Edo period. This work may be summarized in the quote, *"Bushido,* I have realized, is to die. Given a choice of two alternatives, one should choose the earlier death; in this way one can go ahead without hesitation. The idea that achieving one's death without achieving one's object is shameful is a product of an egotistical Kensaistyle *bushido."* This quote was in reference to a situation in which a group of forty-seven *samurai* of the city of Ako let one year pass before they managed to avenge the death of their master, Lord Asano, a man who had been forced to commit an "honorable" suicide *(seppuku)* by one Lord Kira.

A more theoretical view of *bushido* also emerged during the early Edo period as the result of the thinking of Confucian scholars. According to this evaluation, the *samurai* were seen as a professional group over and above the three classes of common people farmers, artisans, and merchants--and they were to serve as an example to the others. Even though they did not do daily labor, they served society by being examples of high qualities of ethical behavior. No *samurai,* for example, was to seek to influence others by the use of bribes.

The story of the forty-seven *ronin,* or masterless *samurai,* of Ako who avenged the death of their master became a very popular one with the Japanese public. A *kabuki* theater version of the story of this *samurai* leader, Oishi Yoshio, and his forty-six warriors is regularly performed today and he is pointed out as a moral example.

Bushido has undergone further transformation. Dr. Inazo Nitobe published a book entitled *Bushido--The Soul of Japan,* in 1899, in which he tied the code to the nature and ancestor worship of ancient Shinto. He writes of the Japanese imperial family as the symbol of national unity and he explains that patriotism and loyalty derive ultimately from Shinto beliefs that have existed since ancient times.

Dr. Nitobe portrays what he sees as a Japanese national ethic, consisting of such values of *gi* (justice), yu (courage), *jin* (benevolence), *rei* (politeness), *makoto* (sincerity and truthfulness), *meiyo* (honor), *chugi* (loyalty), and *kokki* (self-control). The enduring popularity of the sacrifices of the Ako *samurai is* evidence of the popularity of the values they are seen to represent. Their bravery, comradeship, resourcefulness, and spirit of self-sacrifice are seen by many today as qualities in *bushido* that represent one ideal way of life.

From Three Types of Bushido," in *Inside the Japanese,* Mitake Katsube (Nippon Steel Company, 1985).

COMPARING FEUDAL TRADITIONS

	JAPAN	EUROPE
	BACKGROUND	
ALLIANCES		
SOURCES OF INSTABILITY		
	DEVELOPMENT OF FEUDALISM	
MILITARY CLASSES		
SOCIAL STRUCTURE		
OUTSIDE INFLUENCES		
MAJOR LANDOWNERS		
	CODE	
PERSONAL TRAITS VALUED		
RELIGIOUS INFLUENCES		
LEGAL OBLIGATIONS		
ROLE OF THE ARTS		
OPENNESS TO CHANGE		
	OUTCOME	
COMPETITION FOR THE CONTROL OF SOCIETY		
EMERGING GOVERNMENTS		
GOVERNMENTAL FORM AT THE END OF THE ERA		

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COMPARING FEUDAL TRADITIONS

	JAPAN	EUROPE
	BACKGROUND	
ALLIANCES	Long history of tribal alliances	Same
SOURCES OF INSTABILITY	Declining Centralized Power	End of Roman Empire
	DEVELOPMENT OF FEUDALISM	
MILITARY CLASSES	Professional warrior class restores local order; allegiance exchanged for protection	Same
SOCIAL STRUCTURE	Lord-Vassal relationship evolves	Same
OUTSIDE INFLUENCES	Society isolated from outside influences	Same
MAJOR LANDOWNERS	Shogun is main landowner	Landholdings under the control of kings and the Church
	CODE	
PERSONAL TRAITS VALUED	Loyalty and bravery emphasized	Same
RELIGIOUS INFLUENCES	Buddhist principles emphasized	Christian principles emphasized
LEGAL OBLIGATIONS	Personal feudal obligations seen in ethical rather than legal terms	Building on Roman concepts, stressed legal rights and contractual ties
ROLE OF THE ARTS	Great emphasis on participation in the arts by *samurai* class	Little participation in the arts by the knights themselves
OPENNESS TO CHANGE	Due to isolation, feudal framework remained in place to mid-19th century	Feudal ideas and institutions begin to change by mid-14th century
	OUTCOME	
COMPETITION FOR THE CONTROL OF SOCIETY	Period of warfare between weak shoguns and powerful daimyo	Strong lords compete with weak kings for power
EMERGING GOVERNMENTS	Emergence of unified state retaining many of the trappings of feudalism	Emergence of different states as feudalism weakens
GOVERNMENTAL FORM AT THE END OF THE ERA	Symbolic return to Emperor's rule	Establishment of monarchies with various degrees of power

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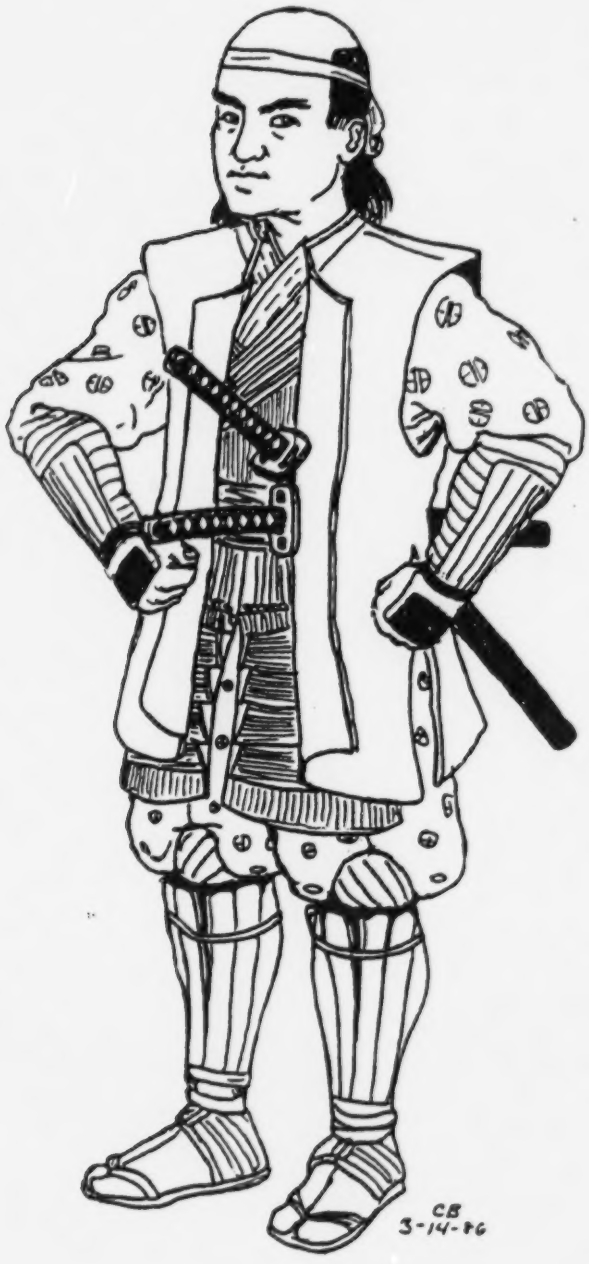
DRAWINGS OF SAMURAI DRESS

DRAWINGS OF SAMURAI DRESS



DRAWINGS OF SAMURAI DRESS

TOPIC 4

HISTORY OF JAPAN

Lesson 3

What are some significant events in the common history of Japan and the United States?

LESSON OBJECTIVE

The student will compare major events in United States history to major events in Japanese history.

MATERIALS AND RESOURCES

❑ Worksheet 4.3 "United States/Japan Timeline"

STRATEGIES

The history of the United States needs to be examined by students from an international perspective. United States and Japanese history have intersected in many significant ways over the last 200 years. To demonstrate this point, distribute copies of Worksheet 4.3, "United States/Japan Timeline," to each student. Ask students to use reference materials to locate the events in United States history that parallel events in Japanese history to complete the timeline. Discuss the following questions with the class:

- What events shown on the timeline do the U.S. and Japan have in common?
- The Watergate scandal brought about the resignation of President Nixon in 1974. What similar event occurred in Japan at about the same time?
- Might Japanese and American historians interpret the events of 1941 differently?
- From 1607 to 1733, people were leaving their homes in England to start colonies in the New World. What was happening in Japan at this time?

UNITED STATES/JAPAN TIMELINE

The timeline lists dates and identifies significant events in Japanese history. Dates of significant events in the history of the United States are also listed. Use reference materials and add the events from U.S. history to the timeline.

JAPAN		UNITED STATES
Jomon period: hunting, fishing, gathering	1st & 2nd centuries	_____
Introduction of Buddhism	538	
Chinese-style, emperor-centered government	645	
Capital moved to Kyoto; Shogun granted power	794	
	1492	_____
Introduction of Christianity by St. Francis Xavier	1549	
National unification completed by Tokugawa Ieyasu	1600	
	1607	_____
National isolation policy	1639	
	1733	_____
	1776	_____
	1787	_____
	1812	_____
Arrival of Commodore Perry	1853	
	1861	_____
	1865	_____
Meiji Restoration destroys Shogunate and returns power to the emperor	1868	_____
First National Diet meets	1890	

Sino Japanese War	18	94
	18	98
Russo-Japanese War	19	04
Japan enters WW I	19	14
	19	17
Emperor Hirohito enthroned	19	26
Japan withdraws from the League of Nations	19	33
Japan fights WWII II as an Axis Power	19	39
Japan bombs Pearl Harbor	19	41
Japan surrenders WWII	19	45
Japan joins the United Nations	19	56
Japan hosts Olympic Games	19	64
	19	68
Return of Okinawa to Japan	19	72
Prime Minister Tanaka forced to resign in Lockheed scandal	19	74
	19	76
	19	80
Nakasone elected Prime Minister	19	82
Between 1987 and 1995, eight people serve as Prime Minister of Japan	19	88
Emperor Hirohito dies	19	89
Akihito enthroned as Japan's 125th Emperor	19	90
	19	94
Hashimoto elected Prime Minister	19	95
	19	96

UNITED STATES/JAPAN TIMELINE

The timeline lists dates and identifies significant events in Japanese history. Dates of significant events in the history of the United States are also listed. Use reference materials and add the events from U.S. history to the timeline.

JAPAN		UNITED STATES
Jomon period: hunting, fishing, gathering	1st & 2nd centuries	Prehistoric Native Americans
Introduction of Buddhism	538	
Chinese-style, emperor-centered government	645	
Capital moved to Kyoto; Shogun granted power	794	
	1492	Columbus visits "New World"
Introduction of Christianity by St. Francis Xavier	1549	
National unification completed by Tokugawa Ieyasu	1600	
	1607	Jamestown founded
National isolation policy	1639	
	1733	Georgia founded
	1776	Declaration of Independence
	1787	U.S. Constitution
	1812	War of 1812
Arrival of Commodore Perry	1853	
	1861	Civil War begins
	1865	Civil War ends
Meiji Restoration destroys Shogunate and returns power to the emperor	1868	First Transcontinental Railroad
First National Diet meets	1890	

Sino Japanese War	18	94	
	18	98	Spanish-America War begins
Russo-Japanese War	19	04	
Japan enters WW I	19	14	
	19	17	U.S. enters WW I
Emperor Hirohito enthroned	19	26	
Japan withdraws from the League of Nations	19	33	
Japan fights WWII as an Axis Power	19	39	
Japan bombs Pearl Harbor	19	41	U.S. enters WW II
Japan surrenders WWII	19	45	U.S. bombs Hiroshima and Nagasaki; WWII ends
Japan joins the United Nations	19	56	
Japan hosts Olympic Games	19	64	
	19	68	Nixon elected President
Return of Okinawa to Japan	19	72	Diplomatic relations restored with People's Republic of China
Prime Minister Tanaka forced to resign in Lockheed scandal	19	74	Watergate; Nixon resigns
	19	76	U.S. Bicentennial; Carter elected President
	19	80	Reagan elected President
Nakasone elected Prime Minister	19	82	
Between 1987 and 1995, eight people serve as Prime Minister of Japan	19	88	Bush elected President
Emperor Hirohito dies	19	89	
Akihito enthroned as Japan's 125th Emperor	19	90	
	19	94	Emperor Akihito and Empress Michiko visit Atlanta
Hashimoto elected Prime Minister	19	95	
	19	96	Atlanta Hosts Centennial Olympic Games; Clinton re-elected President

TOPIC 4

HISTORY OF JAPAN

Lesson 4
How were Americans of Japanese ancestry treated during World War II?

LESSON OBJECTIVE

The student will list reasons for and against internment of Japanese Americans during World War II.

MATERIALS AND RESOURCES

❑ Handout 4.2 "The Relocation of Americans of Japanese Ancestry"

STRATEGIES

During World War II, many Japanese Americans were forced to leave their homes on the west coast and were transported to isolated relocation centers for the duration of the conflict. This move created tremendous hardships for the families that were involved. Many felt this action was a constitutional violation of the right of these people.

This lesson introduces the story of the relocation through the eyes of a middle school student whose family was forced to make the move. Begin the lesson by asking students to imagine that they and their families are ordered to leave their home within one week. They can take with them only what they can carry and they have to dispose of the rest of their property. They may never return to their home. Ask them to describe the problems their families would face. Next, distribute copies of Handout 4.2, "The Relocation of Americans of Japanese Ancestry," and discuss the letter with the class. Students should them complete the activities on the handout.

THE RELOCATION OF AMERICANS OF JAPANESE ANCESTRY

After the attack by the Japanese on Pearl Harbor in 1941, many Americans living on the west coast of the United States were convinced that Japanese-Americans supported Japanese raids on the west coast. The U.S. Defense Command and the hostile west coast citizenry pressured the federal government to take some action.

In February 1942, President Franklin D. Roosevelt signed Executive Order 9066, authorizing the establishment of military areas vital to the defense of the United States and the exclusion from these areas "any and all persons." Executive Order 9102, signed one month later, created the War Relocation Authority (WRA) which was to remove, relocate, maintain, and supervise the excluded persons. Neither of the orders specifically named Japanese-Americans, but the intention was clear.

On March 2, 1942, the west coast of the United States was declared military zone #1 from which Japanese-Americans (both citizens and aliens) were to be excluded. They were ordered to leave their homes and jobs and were transported to isolated relocation centers which were surrounded with barbed wire.

The family-oriented Japanese-Americans were thrown into a situation where they had to eat in mess halls, use communal washroom facilities, and live in hastily constructed barracks with tar paper exteriors and knotholes in the flooring. The WRA did what it could to make life bearable. The camps had hospitals, theaters, schools, a newspaper, and even such events as parades and flower arranging competitions.

Ten relocation centers were established by the government. One of these was the Tule Lake Relocation Center, opened in May, 1942, in northern California near the Oregon border. The attached essay was written by a ninth grader at Tule Lake Center's Tri-State High School.

► According to the essay, Chieko's family did not leave its home until May 13, 1942. Write five diary entries that Chieko may have written between December 7, 1941 (Pearl Harbor) and May 13th. Use the following dates for your entries:

- December 9, 1941 (two days after Pearl Harbor)
- February 8, 1942 (Roosevelt signs Executive Order 9066)
- March 6, 1942 (Roosevelt signs Executive Order 9102)
- April 30, 1942 (first Japanese Americans sent to a relocation center)
- May 11, 1942 (Chieko moves to Tule Lake)

► The director of Tule Lake, Raymond Best, expressed the regrets of many government officials about the Japanese internment when he wrote in his final report in 1946, "It was *finis* of a section of a chapter of history which, pray God, America neither may be called upon nor see fit to repeat." What do you think Best meant by this statement? Do you agree or disagree with the statement?

Chieko E
Period II, English I

My Last Day At Home

The month of May when I was attending school, all the residents of Hood River county, as well as the people of the whole western coast was surprised to receive such an unexpected order of evacuation.

Promptly after hearing about the order I with my folks went to register and then for a brief physical examination. Then I helped my folks pack and prepared to leave my dear home on May 13, 1942.

On May 8, 1942 I withdrew from P Grade School, where all my friends and teachers bid me farewell with sorrowful face and tears. Our packing never seem to cease, we kept on packing then finally we were finished. Then came May 13th, my most dreaded day which I shall never forget the rest of my life. On the afternoon of the 13th, I board the train headed for P , California.

On the night of the 15th we arrived. The weather was pretty hot. In P I lived in the D-section which had forty barracks, which had vie apartments to a barrack.

I stayed at the P Assembly Center about two months. Then around July 15, 1942 we received our order to evacuate for Tule Lake. Then on July 18th we evacuated for Tule Lake and spent a night on the train. I arrived in Tule Lake. At present I am living in Block 58. The residents of this block is most Tacoma folks which I am not very much acquainted with as yet. Being that my cousin lives in Block 57 I am always visiting them.

I am always hoping that this war will end, so that I will be able to go back to P , my home town and see all my old friends, and live to my dying days in my old home in P , Oregon.

from "Document of the Month," Social Education, May 1981, pp. 354-357.

TOPIC 5

THE JAPANESE PEOPLE

Lesson 1
What are the major religions in Japan?

LESSON OBJECTIVE

The student will compare and contrast significant elements of Shinto, Buddhism and Christianity.

MATERIALS AND RESOURCES

- ❑ Worksheet 5. l "Religion"
- ❑ Media center resources

STRATEGIES

Among Japan's predominant religions are Shinto, Buddhism and Christianity. While these religions are very different, there are interesting comparisons to be made in terms of basic beliefs and rituals.

Distribute Worksheet 5. l, "Religions," and have students complete the grid using resources in the media center such as almanacs, Facts on File and other reference books. Students should also see if they can locate statistics on the number of people claiming adherence to each religious group.

RELIGION

	SHINTO	BUDDHISM	CHRISTIANITY
Origin of Belief			
Diety			
Place of Worship			
Ceremonial Rites			
Holidays			

Discussion: What significant similarities are there between the predominant Japanese religions and the predominant religions of the United States? What significant differences?

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RELIGION

	SHINTO	BUDDHISM	CHRISTIANITY
Origin of Belief	indigenous to Japan	import from China	import from Western Europe
Diety	all natural objects or phenomena have gods or spirits	no god, emphasis on ridding oneself of hate and jealously through love	one God
Place of Worship	shrines - go there to pray for something specific (e.g. pass exams, safe driving)	temples for silent meditation or festivals	church
Ceremonial Rites	marriages in Japan conducted according to Shinto rites	burial in Japan by Buddhist rites	ceremonial rites conducted according to faith
Holidays	each shrine has unique festivals; many people visit shrines on New Year's Day	O-Bon (Festival of the Dead)	Christmas and Easter; Saint days

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TOPIC 5

THE JAPANESE PEOPLE

Lesson 2

What are some Japanese proverbs that have western counterparts?

LESSON OBJECTIVE

The student will compare and contrast universal proverbs.

MATERIALS AND RESOURCES

❑ Worksheet 5.2 "Japanese Proverbs and Sayings"

STRATEGIES

Many Japanese proverbs have counterparts in Western literary traditions. These similarities demonstrate the universals of human nature that exist across cultures. Distribute Worksheet 5.2, "Japanese Proverbs and Sayings." Have students complete the activity and review the answers as a class activity. Discuss proverbs and how societies share many beliefs.

Answers to Worksheet 5.2: 1-J, 2-E, 3-H, 4-A, 5-I, 6-B, 7-D, 8-G, 9-C, 10-F.

JAPANESE PROVERBS AND SAYINGS

Match the Japanese saying in the left-hand column with the corresponding English saying in the right-hand column.

_____ 1. Seven falls and eight recovers.	a) Fight like cats and dogs.
_____ 2. Bad news runs 10,000 miles.	b) Like father, like son.
_____ 3. The early riser finds 3 *yen*	c) You are known by the company you keep.
_____ 4. Fight like dog and monkey.	d) Six of one, half-dozen of the other.
_____ 5. He who laughs at one cent, weeps for one cent.	e) Bad news travels fast.
_____ 6. This parent has this child.	f) Grass is always greener on the other side of the fence.
_____ 7. 50 steps, 100 steps.	g) Time flies.
_____ 8. Days and nights go like an arrow.	h) The early bird catches the worm.
_____ 9. He that associates with red, becomes red.	i) A penny saved is a penny earned.
_____ 10. The neighbor's flowers are red.	j) If at first you don't succeed, try, try again.

TOPIC 5

THE JAPANESE PEOPLE

Lesson 3
How do Japanese people spend their leisure time?

LESSON OBJECTIVE

The student will describe leisure time activities enjoyed by Japanese children and adults.

MATERIALS AND RESOURCES

- ❑ Handout 5.1 "Sports and Games in Japan"
- ❑ Worksheet 5.3 "Traditional Japanese Sports and Games"
- ❑ Worksheet 5.4 "Favorite Leisure Activities in Japan"
- ❑ Worksheet 5.5 "Favorite Sports in Japan"

STRATEGIES

There are as many different ways for the Japanese to unwind from the pressures of work and relax as there are individual preferences. The activities in this lesson provide students an opportunity to become familiar with the most popular Japanese sports and recreation activities and make comparisons between those and the leisure activities in the United States.

Distribute copies of Handout 5.1, "Sports and Games in Japan. " Ask students to read and discuss this information before completing the quiz contained in Worksheet 5.3, "Traditional Japanese Sports and Games." Next, divide the class into two groups and give each group a different worksheet (either 5.4 or 5.5) to complete.

SPORTS AND GAMES IN JAPAN

There are as many different ways for the Japanese to unwind from the pressures of work and relax as there are individual preferences. Gardening is very popular, and many people enjoy traditional handicrafts such as the tea ceremony *ikebana* (flower arranging), and *origami* (making things with folded paper). Sporting events take much of the leisure time of the Japanese. They enjoy both spectator and active, traditional and modern, sports and games.

TRADITIONAL SPORTS

Sumo is traditional Japanese wrestling. The majority of the wrestlers are professionals, usually weighing from 260 to 350 pounds. Compared with Western wrestling, the rules of *sumo* are very simple. Two wrestlers, wearing only loincloths, enter a sanded ring, 15 feet in diameter, and set up on a square mound. The issue is decided when any part of a wrestler's body except his feet touches the ground, or when he steps or is pushed out of the ring.

Judo is the unique Japanese art of self defense. The fundamental principle of judo technique is to utilize the strength of the opponent to one's own advantage.

Kendo is a form of fencing in Japan, which originated from *kenjutsu*--one of the most difficult of Japanese martial arts. It has become a modified contest in which two contestants, wearing protective gear, assail each other with bamboo swords.

Karate is the art of hitting or jabbing ones opponent with ones fist or kicking him. It rules out the use of a weapon. It was introduced to Okinawa from China and gradually became a unique art of combat.

Aikido is performed without a weapon, as a rule, but one may be used if an opponent is armed. The practice of *aikido* was for the purpose of learning *kata* (form). It was not a sport, but strictly a martial art based on traditional jujitsu. *Aikido* serves well the aim of maintaining and increasing physical fitness because it helps to improve the flexibility of the joints and promotes smooth physical movement. People of all ages practice *aikido,* because it is not necessary to depend too much on muscular strength.

MODERN SPORTS

Baseball is probably the most popular of all the sports of Western origin. Almost all the senior high schools, colleges, and universities, as well as leading companies in Japan, have teams of their own. These teams hold tournaments twice a year, often on a nationwide scale, and attract huge crowds of spectators. Professional baseball is also very popular.

Cycling is now a very popular form of recreation. There is a network of cycling paths throughout the country.

Mountaineering is popular, as four-fifths of the land of Japan is mountainous. Chains of mountains run through each of the four main islands.

Fishing can be enjoyed in Japan all year round. Japanese coastal waters abound in fish, and freshwater fishing in rivers, ponds, and lakes is also very popular.

Golf was introduced to Japan around 1910 and has gained in popularity. There are now about 900 golf courses, private and public. On Saturdays, Sundays, and holidays, almost every course is so crowded that it is hard to make a reservation.

Swimming is very popular in Japan. A great number of swimming pools, private and public, provide good facilities for swimming throughout the country.

GAMES

Japanese enjoy many of the same games played by Americans, from badminton and billiards to checkers, chess, and bridge. There are also Japanese language versions of such popular American board games as Scrabble and Monopoly.

Hanafuda is a popular game using 48 cards beautifully decorated with animals and flowers of the four seasons. The object is to collect as many cards of the same suit as quickly as possible. This game is usually played by young adults on special occasions such as New Year's holiday.

Go, imported from China many centuries ago, is a board game played with black and white stones on a large grid containing 324 squares. Players take turns laying down stones, with the object of conquering as much of the board's territory as possible by surrounding and eliminating the opponent's stones. Although the rules are simple, *go* is an extremely sophisticated game requiring carefully thought strategies.

Every city in Japan has its share of *pachinko* or pinball parlors, blaring forth loud music and the rumble of falling balls. The pinball machines, which are mounted vertically, are played by shooting small metal balls out of a socket, through a maze of spikes, and into slots. For every ball that enters a slot, a dozen or so additional balls are returned to the player. The object is to get more balls than one started with, in order to exchange them for free groceries and other daily necessities. Since it costs only a few hundred yen to play *pachinko,* no one ever gets rich or goes broke playing the game, but it is, for many Japanese, a pleasant way to relax.

Among Japanese youth, electronic and computerized video games have become a fad in recent years. Many cities now have game centers, where one can test ones prowess playing electronic football, baseball, and other games.

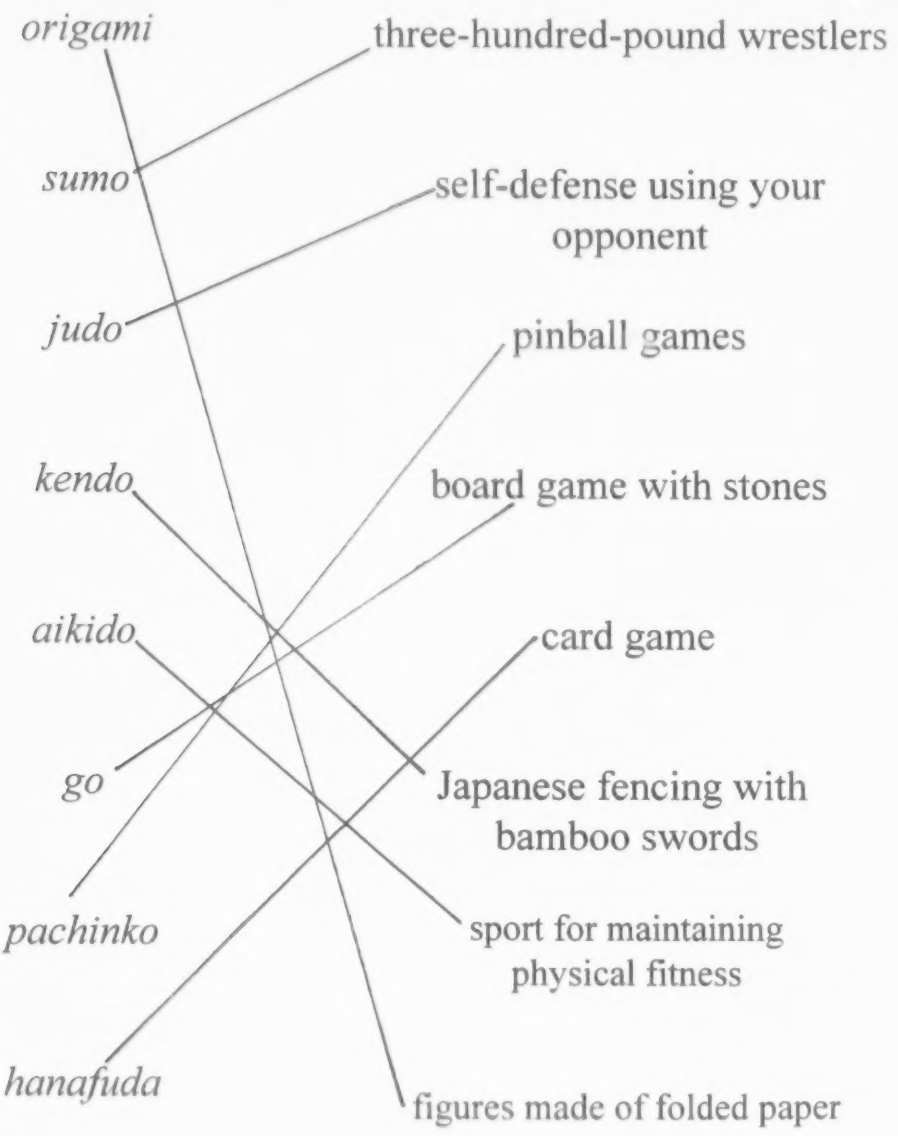
TRADITIONAL JAPANESE SPORTS AND GAMES

Draw a line from the name on the left to its correct definition on the right:

origami	three-hundred-pound wrestlers
sumo	self-defense using your opponent
judo	pinball games
kendo	board game with stones
aikido	card game
go	Japanese fencing with bamboo swords
pachinko	sport for maintaining physical fitness
hanafuda	figures made of folded paper

TRADITIONAL JAPANESE SPORTS AND GAMES

Draw a line from the name on the left to its correct definition on the right:



FAVORITE SPORTS IN JAPAN

PERSONS INVOLVED

	Number (in millions)	% Share of Population over 15	Average Frequency per year
Bowling	40.2	38.6	6.2
Gymnastics	32.9	31.6	50.7
Jogging	26.9	25.8	37.9
Swimming	23.6	22.7	13.6
Baseball, catch	21.8	20.9	16.3
Fishing	19.7	18.9	12.2
Golf	19.4	18.6	16.3
Skiing	17.7	17	6.5

QUESTIONS

1. What three sports do over 26% of the population play each year?

2. What sport do the Japanese enjoy, on an average, eleven times a year?

3. What three sports are played by the fewest Japanese?

4. How many times each year does the average Japanese go cycling?

5. What percent of the population plays volleyball regularly?

6. Why do you think Japan's people enjoy mountaineering and skiing?

FAVORITE LEISURE ACTIVITIES IN JAPAN

PERSONS INVOLVED

	Number (in millions)	% Share of Population over 15	Average Frequency per year
Videos	46.1	44.3	21.8
Listening to Music	43.4	41.7	68.4
Gardening	34.6	33.2	37.5
Movies	31.3	30.1	4.9
Concerts	22.9	22.1	6.1
Sporting Events	21.5	20.7	6.1
Sewing	18.1	17.4	26.1
Art Appreciation	17.3	16.6	5.6

From *Facts and Figures of Japan* (Tokyo: Foreign Press Center, Japan, 1995).

Make a bar graph showing the percentages of Japanese people who enjoy the various leisure pursuits listed in the chart above.

TOPIC 6

THE JAPANESE LANGUAGE

Lesson 1

What are some characteristics of the spoken Japanese language?

LESSON OBJECTIVE

The student will correctly pronounce common Japanese words and phrases.

MATERIALS AND RESOURCES

❑ Worksheet 6. l "Speaking Japanese"
❑ Handout 6. l "Glossary of Japanese Words"

STRATEGIES

Because few students in the United States have an opportunity to study an Asian language, this lesson provides a quick introduction to spoken Japanese.

Distribute copies of Worksheet 6. l, "Speaking Japanese. " Have the class pronounce, as a group, the English words followed by the Japanese words, and learn to count to ten in Japanese. All Japanese vowels are voiced, so each vowel marks a separate syllable. The vowel sounds are pronounced as follows: a: *ah; e: eh; i: ee; o: oh; u: oo (as* in *soon).* Double vowels have the same sound as single vowels, but should be held for a longer time. No syllable is accented more than any other.

Have students fill in the blanks on Worksheet 6. l, "Speaking Japanese. " The suffix *san* added to a person's name shows respect, and is usually translated as Mr., Ms., Mrs., or Miss.

Using Handout 6. l, "Glossary of Japanese Terms," have students label objects found in the classroom using the correct Japanese word. Notice the word for pen is the same as the English word. Many Japanese words have been imported directly from English for objects that did not exist in Japan before the Meiji Restoration. Other such words are *con puuta* (computer) and *taipuraita* (typewriter). There is another word like this on the list: *terebi* (television). See if students can find it. Students can then tell a story in English using as many Japanese words as possible.

SPEAKING JAPANESE

Hello	konnichi wa	*koh-nee-chee-wah*
Mr., Ms., Mrs., Miss Thank	-san	*sahn*
you	arigatoo	*ah-ree-gah-toh*
Good-bye	sayonara	*sah-yoh-nah-rah*
Teacher	sensei	*sehn-say*
Student	gakusei	*gahk-say*
School	gakkoo	*gahk-koh*
How are you?	ogenki desu ka	*oh-gehn-kee-dehs-kah*
I am fine	genki desu	*geen-kee-dehs*
Yes	hai	*high*
No	iie	*ee-eh*
Japan	nihon	*nee-hohn*
Japanese language	nihongo	*nee-hohn-goh*
Japanese person	nihonjin	*nee-hohn-jeen*

1	ichi	*eechee*	6	roku	*rohcoo*
2	ni	*nee*	7	shichi	*sheechee*
3	san	*sahn*	8	hachi	*hahchee*
4	shi	*shee*	9	kuu	*coo*
5	go	*goh*	10	juu	*joo*

Use the Japanese you have learned:

JoAnn, a grade six _____(student) walked into the _____(school) and to her classroom. Mr. Smith, the _____(teacher), said "_____ _____." (Hello, Miss JoAnn). JoAnn bowed and said "_____ _____." (Hello, Teacher Smith). Her friend Kathy walked up and said "_____ _____." (Hello, Miss JoAnn). JoAnn replied "_____ _____ _____?" (Hello, Miss Kathy. How are you?). "_____ _____" (I am fine, thank you), said Kathy. JoAnn asked, "Did you do your homework?"

"_____" (No), said Kathy. "Did you? "_____" (Yes), said JoAnn. "Well, I must go to my class. _____" (Good-bye), said Kathy. JoAnn called after her, "_____."(Goodbye).

From *Japan Month Activities*, Lois Schafer (Chicago, 1985).

GLOSSARY OF JAPANESE WORDS

EVERYDAY EXPRESSIONS

O-hayo gozaimasu	oh-hah-yoh-goh-zah-ee-mahs	*Good morning.*
Kon-nichi wa	koh-nee-chee-wah	*Hello; Good day.*
Kon-ban wa	kohn-bahn-wah	*Good evening.*
Sayonara	sah-yoh-nah-rah	*Good bye.*
O-yasumi nasai	oh-yah-soo-mee-nah-sa-ee	*Good night.*
O-genki desu ka	oh-gehn-kee-dehs-kah	*How are you?*
Genki desu	gehn-kee-des	*Very well, thank you.*
Domo arigato	doh-moh-ah-ree-gah-toh	*Thank you very much.*
Arigato	ah-ree-gah-toh	*Thank you.*
Domo sumimasen	doh-moh-soo-mee-mah-sehn	*Excuse me. Thank you.*
Anata wa donata desu ka	ah-nah-tah-wah-doh-nah-tah des-kah	*What is your name?*
Watakushi wa_____desu	wah-tah-koo-shee-wah dehsu	*I am _____.*
Hajimemashite	hah-jee-meh-mah-shee-teh	
Doozo	doh-zoh	*Pleased to meet you.*

MISCELLANEOUS WORDS

Hon	hohn	book
Kami	kah-mee	paper
Pen	pehn	pen
Empitsu	ehm-peet-soo	pencil
Tsukue	tsoo-koo-eh	desk
Isu	ee-soo	chalr
Otoko no hito	oh-toh-koh-noh-hee-toh	man
Ot,Jko no ko	oh-toh-koh-noh-koh	boy
Onno no ko	oh-noh-noh-koh	girl
Onno no hito	oh-noh-noh-hee-toh	woman
Uma	oo-mah	horse
Ushi	oo-shee	cow
Inu	ee-noo	dog
Neko	neh-koh	cat
Tori	toh-ree	bird
Hai	high	yes
No	ee-eh	no
Otosama	oh-toh-sah-mah	father
Okasama	oh-kah-sah-mah	mother
Terebi	teh-reh-bee	television

DAYS OF THE WEEK

Nichi-yobi	nee-chee-yoh-bee	Sunday
Getsu-yobi	geh-tsoo-yoh-bee	Monday
Ka-yobi	kah-yoh-bee	Tuesday
Sui-yobi	soo-eee-yoh-bee	Wednesday
Moku-yobi	moh-koo-yoh-bee	Thursday
Kin-yobi	keen-yoh-bee	Friday
Do-yobi	doh-yoh-bee	Saturday

MONTHS

Icni-gatsu	ee-chee-gah-tsoo	January
Ni-gatsu	nee-gah-tsoo	February
San-gatsu	sahn-gah-tsoo	March
Shi-gatsu	shee-gah-tsoo	April
Go-gatsu	goh-gah-tsoo	May
Roku-gatsu	roh-koo-gah-tsoo	June
Shichi-gatsu	shee-chee-gah-tsoo	July
Hachi-gatsu	hah-chee-gah-tsoo	August
Ku-gatsu	koo-gah-tsoo	September
Ju-gatsu	joo-gah-tsoo	October
Ju--chi-gatsu	joo-ee-chee-gah-tsoo	November
Ju-ni-gatsu	jooneegahtsoo	December

From *Useful Japanese,* Hyman *Kublin (New York: Japan Society, 1964); condensed from Social Education 45:5, (May, 1981).*

TOPIC 6

THE JAPANESE LANGUAGE

Lesson 2
What are some characteristics of the written Japanese language?

LESSON OBJECTIVE

The student will describe how Japanese is written.

MATERIALS AND RESOURCES

- ❑ Teacher Resource 6. l "Japanese Picture Words"
- ❑ Handout 6.2 "Write Your Name in Japanese"
- ❑ Teacher Resource 6.2 "Kanji Writing"
- ❑ Teacher Resource 6.3 "Nippon"

STRATEGIES

Many people confuse Japanese language with writing, but they are entirely distinct. The Japanese learned to use pictographs from the Chinese and this is a very complex and difficult way to write. There are thousands of symbols, or pictures, for each one syllable word, and it take a lifetime of study to become really good with painting these pictures.

Begin this lesson by writing the words *kanji* and *kana* on the board. Read Teacher Resource 6. l, "Japanese Picture Words," to the class. Have different students restate what was read, and then ask question to check for understanding.

Next, distribute Handout 6.2, "Write Your Name in Japanese. " Have students write their names in pencil or pen, then distribute brushes and typing paper. Have students spread newspapers on the floor and use black tempera paint prepared so that students can reproduce their names by painting them. Continue the lesson by projecting a transparency of Teacher Resource 6.2, "Kanji Writing." Have students use the paint and brushes to reproduce each pictograph at about the same size as on the sheet. Have students cut each pictograph out in squares and arrange them to tell a story such as, "A man climbed a high mountain and saw a beautiful tree growing beside the river." Have students tell their stories to the class.

Conclude the lesson by sharing the information in Teacher Resource 6.3, "Nippon," to provide background on the phrase "The Land of the Rising Sun."

JAPANESE PICTURE WORDS

Many people confuse Japanese language with writing, but they are entirely distinct. The Japanese learned to use pictographs from the Chinese and this is a very complex and difficult way to write. There are thousands of symbols, or pictures, for each one syllable word, and it takes a lifetime of study to become really good with painting these pictures.

The picture words that the Japanese learned from the Chinese are called *kanji* which means "Chinese characters." Today the Japanese still use *kanji,* but they also invented symbols that stood for sounds, just as our *b* has a certain sound. *This* type of writing is called *kana.*

Both *kanji* and *kana* are written in columns from the top of a page to the bottom. Japanese read columns from right to left.

The government requires elementary school graduates to master 1,006 basic *kanji,* and high school graduates must know *1,945 kanji,* virtually the entire number in everyday use. Japanese, Chinese, and Koreans all use some of the same Chinese pictographs, so that a Japanese speaker, who may not understand a word of spoken Chinese or Korean, can sometimes guess the meaning of Chinese or Korean newspapers.

Japanese learn to read the Roman alphabet starting in the sixth grade, and a visitor to Japan will be struck by how frequently Japanese words are written in Roman letters, especially in advertising. Japanese has a great many words borrowed from foreign languages, particularly English, such as *hamu* (ham), *homu* (home), and *terebi* (television). The Japanese also invent new words out of foreign words; for example: *bea,* a short form of *beisuappu* ("baseupn), refers to annual wage increases negotiated by labor unions, and *naita* ("nighter"), means a night game in professional baseball.

Despite the language's complexity, a Japanese typewriter has been invented. It features a single key which the typist moves over a large grid containing several hundred basic *kanji* and *kana.* The typist picks up the desired element and it strikes one by one against the ribbon, paper and roller. Because it is not so fast as an English typewriter, most everyday communication in Japanese is handwritten. New, efficient, lapsized electronic typewriters, able to print *kanji* and *kana* by laser printing, are fast making the old typewriters obsolete, however.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991).

WRITE YOUR NAME IN JAPANESE

a	ア
i	イ
u	ウ
e	エ
o	オ
ka	カ
ki	キ
ku	ク
ke	ケ
ko	コ
sa	サ
shi	シ
su	ス
se	セ
so	ソ

ta	タ
chi	チ
tsu	ツ
te	テ
to	ト
na	ナ
ni	ニ
nu	ヌ
ne	ネ
no	ノ
ha	ハ
hi	ヒ
fu	フ
he	ヘ
ho	ホ

ma	マ
mi	ミ
mu	ム
me	メ
mo	モ
ra	ラ
ri	リ
ru	ル
re	レ
ro	ロ
ga	ガ
gi	ギ
gu	グ
ge	ゲ
go	ゴ

za	ザ
ji	ジ
zu	ズ
ze	ゼ
zo	ゾ
da	ダ
ji	ヂ
zu	ヅ
de	デ
do	ド

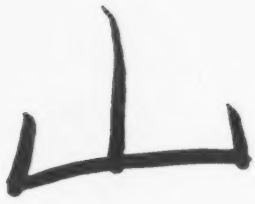
ba	バ
bi	ビ
bu	ブ
be	ベ
bo	ボ
pa	パ
pi	ピ
pu	プ
pe	ペ
po	ポ

ya	ヤ
yu	ユ
yo	ヨ

wa	ワ
o	ヲ
n'	ン

a: ah e: eh i: ee o: oh u:oo

KANJI WRITING



Mountain

River

Tree

Person

NIPPON

The Japanese word for Japan is ***Nippon***, and it is written as pictured below. One theory has it that the term originated in China, from where Japan lies to the east -- the area where the sun rises each morning.

means "sun" and means "origin."

This is why Japan is sometimes called "The Land of the Rising Sun."

TOPIC 7

THE ARTS IN JAPAN

Lesson 1
What is the Japanese legend of the thousand paper cranes?

LESSON OBJECTIVE

The student will explain the connection between the Peace Park in Hiroshima and the legend of the thousand paper cranes.

MATERIALS AND RESOURCES

❑ Copies of the book *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
❑ Teacher Resource 7.1 "The Peace Park, Hiroshima, Japan"
❑ Worksheet 7.1 "Sadako and the Thousand Paper Cranes

STRATEGIES

Sadako and the Thousand Paper Cranes is a story based on the life of a real little girl who lived in Japan from 1943 to 1955. She was two years old, living in Hiroshima, when the United states dropped an atomic bomb on that city in an attempt to end World War II. Ten years later she died from leukemia, a disease many feel was brought on as a result of radiation she received at the time of the bombing.

Begin the lesson by showing the picture of the Peace Park in Teacher Resource 7.1. The arch in the foreground is the Memorial Cenotaph, designed to protect the spirits of the A-bomb victims. Under the Cenotaph is a stone with the names of some 140,000 victims and the inscription in Japanese: "Rest in Peace, for the error shall not be repeated." The skeleton of the building in the background was left standing after the explosion because it was directly under the bomb when it exploded above the city.

When Sadako became sick, a friend reminded her of a Japanese legend that said, "If a sick person folds one thousand paper cranes, the gods will make her well again. " Sadako folded 644 cranes before she died. Her classmates folded the rest for her.

Her courage made Sadako a heroine to children in Japan and there is a memorial to her in the Peace Park in Hiroshima. Today, school children from all over the world visit the park and leave paper cranes at the memorial in her honor.

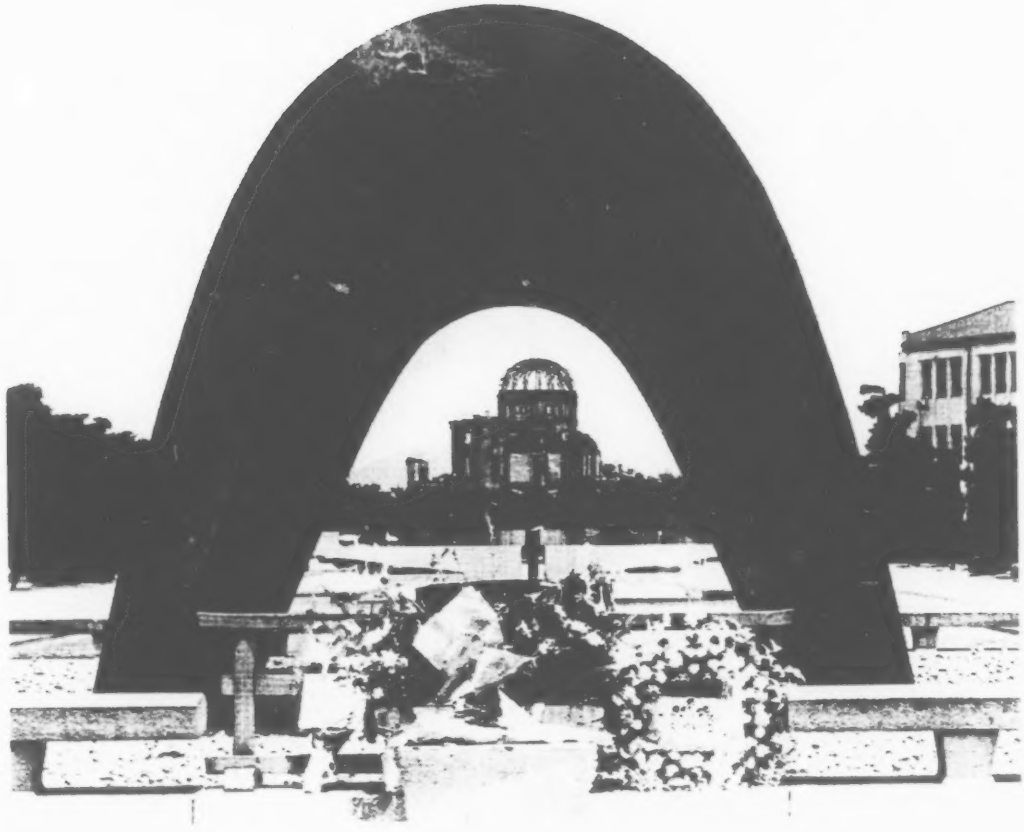
Introduce the following vocabulary words: *Oba-chan, Sadako-cha, tatami* mats, *origami* (see Topic 8). *Sadako and the Thousand Paper Cranes,* by Eleanor Coerr, is available from Dell

Publishing. Assign it to students for independent reading. If a class set is not available, the book is short enough to read aloud.

Distribute copies of Worksheet 7.1 to students and discuss the questions as a class.

Conclude the lesson with a writing assignment. Since Sadako lived over thirty years ago and a great many things have changed since her death, students could write her a letter and tell her the things about their lives that they think she would find different and interesting. What would they tell her about efforts to have a peaceful world today?

THE PEACE PARK, HIROSHIMA, JAPAN



SADAKO AND THE THOUSAND PAPER CRANES

1. How old was Sadako when the story opened? How old was she when Hiroshima was bombed? What does she say she remembers about that day?

2. What were some of the immediate effects of the dropping of the bombs on Hiroshima and Nagasaki? What were some of the long term effects? How were children like Kenji, who were not even born when the bombing occurred, affected?

3 . Describe some of the events that are part of the Peace Day festival Sadako attends early in the story.

4. What sort of "family altar shelf" would this family have in their home? What sort of ceremony is described in connection with this altar? Why would Sadako ask her mother to place a bean cake on the family altar after her death?

5. What is the *obon* holiday that is celebrated in the story? What does this holiday tell you about Japanese families?

6. What are some of the foods mentioned in this story and what are Sadako's favorites?

7. How is the Japanese New Year celebrated? What similarities and differences can you find between the Japanese holiday and the way the New Year is celebrated in America?

8. Sadako describes her friendship with Chizuko as being "as close as two pine needles on a tree" What is an American expression that conveys the same meaning?

9. What sort of special dress does Sadako's mother make for her? Find a picture of one (or if a student has one at home, have it brought to class).

10. How did Sadako's friends help her even after her death?

11. Why do you think the crane was chosen as a symbol for life?

12. How do the paper cranes help Sadako during her long illness?

13 . What is your definition of bravery? Who are the brave people in this story? Why?

14. Find out all you can about the Hiroshima Peace Park. What sorts of things are included in the memorial?

15. Why is the statue of Sadako an important part of the memorial?

TOPIC 7

THE ARTS IN JAPAN

Lesson 2
What are the Japanese poetry forms haiku *and* tanka?

LESSON OBJECTIVE

The student will distinguish between haiku and tanka and write poems using these formats.

MATERIALS AND RESOURCES

❑ Handout 7. l "Writing Japanese Poetry"

STRATEGIES

Since the Japanese often wrote poems in groups, the students in a class might like to try composing tanka or haiku together. Begin the lesson by distributing Handout 7. l, "Writing Japanese Poetry." Most Americans are familiar with *haiku,* the seventeen syllable Japanese poem. Fewer know that this type of writing grew out of an earlier type of poetry known as *tanka,* a poetic form that had been in existence for a thousand years before *haiku.*

This is designed to introduce students to both of these forms and produce poetry of their own. Have students generate ideas by brainstorming for key topics and list these suggestions on the chalkboard. Nature images are good starters but students do not have to be limited to those. Have the groups write their short poems, emphasizing the ideas rather than the exact number of syllables.

Share the poems with the class and allow time for discussion. Ask:

- What are the images that stand out most clearly?
- What are the feelings expressed?
- How do these poems differ from the poetry generally included in literature texts?
- What are the difficulties of writing poems that are specifically intended to be short?
- Which ones do they think are best and why?

If the class has been successful in their first attempt, try writing poems after the fashion of the old court game: have one student write the first three lines of a *tanka* and a partner complete the verse. These can be discussed in the same way as the first set.

Writing *haiku* may be a bit easier. Again, students do not have to be tied to the 17 syllables, but some may want to give it a try.

Again, brainstorming for key thoughts and images might be a good way to get them started. They may want to concentrate on the senses: sights, sounds, smells, tastes. Feelings and emotions are also good subjects.

After the poems are completed, they can be shared and discussed.

Those who are especially pleased with their poems could prepare them for display in several different ways. If a student is particularly talented in calligraphy, he or she could write out the poem on art paper and have it mounted on construction paper. Others could illustrate their poems, either with pictures from magazines or with drawings of their own.

WRITING JAPANESE POETRY

HAIKU AND *TANKA*

Most Americans are familiar with *haiku,* the seventeen syllable Japanese poem. Fewer know that this type of writing grew out of an earlier type of poetry known as *tanka,* a poetic form that had been in existence for a thousand years before *haiku*..

Tanka is a poem that is made up of thirty-one syllables, arranged in five lines following the pattern 5/7/5/7/7. Here is a sample written by a sixteenth century poet, Hosokawa Yusai:

Ah, the peasant who	(5)
Is watching over rice fields	(7)
Seems to listen too,	(5)
With a pensive wistful sigh	(7)
To the deer's receding cry.	(7)

From *The Moment of Wonder,* Richard Lewis (New York: Dial Press, 1964).

The first three lines of the *tanka* follow the *haiku* form. Many poems that have been translated from Japanese do not fit into the syllable count perfectly. Students should understand that this difference is often due to the difficulty in finding exact equivalents for words being translated. Even though the counts may vary, the feeling conveyed by the poem should speak as clearly to the American reader as to the Japanese who are able to read the lines in the original language.

Both *tanka* and *haiku* are poems that are written to express emotions--to convey a mood as well as create a mental picture. Because they are so short they are only meant to provide outlines; readers are to fill in the details as they choose. In this way, these poems are much like the popular Japanese ink sketches. They create the initial framework and depend on the individual to fill in the details.

Love of nature is a central theme in most early *tanka* and *haiku.* Nearly every poem contains some word or phrase that indicates the season of the year. These are known as *kigo* or "season words." The world of humans is reflected in the world of nature. Other common themes are the relationships between men and women, inevitable change in life, and the insights that can be gained by reflection and introspection.

HARBINGERS

Spring too, very soon!
They are setting the scene for it--
Plum tree and moon.
--Basho

SENT TO HIS PUPIL RANSETSU

Won't you come and see
Loneliness? Just one leaf
From the *kiri* tree
--Basho

From *An Introduction to Haiku,* Harold G. Henderson (Rutland, Vermont: Charles E. Tuttle, 1967).

Both *tanka* and *haiku* have been popular forms of entertainment for the Japanese. After 1600, Japan entered an era of stability and peace under the Tokugawa Shogunate. The *samurai,* who had previously concentrated in military matters, turned their energies and creativity toward more peaceful ends. The art of writing poetry became a highly valued skill and talent.

One popular form of court entertainment was to provide players with the first three lines of a *tanka* and have them compete at writing lines to finish the poem. Poems were written to commemorate special occasions, to celebrate friendship, or simply to express deep personal feelings. Poetry remains very popular in modern Japan. Monthly magazines publish thousands of poetry writing contests. The art of saying a great deal in a few carefully chosen and arranged words tells the Westerner much that is important and unique about the Japanese.

TOPIC 7

THE ARTS IN JAPAN

Lesson 3
What is origami and how is it done?

LESSON OBJECTIVE

The student will explain the art of origami and produce examples.

MATERIALS AND RESOURCES

- ❑ Handout 7.2 "A Letter to American Students"
- ❑ Handout 7.3 "Origami Pattern"
- ❑ Handout 7.4 "Sailboat"
- ❑ Handout 7.5 "Helmet"
- ❑ Handout 7.6 "Whale"
- ❑ Handout 7.7 "Quail"
- ❑ Handout 7.8 "Duck"
- ❑ Handout 7 9 "Crane

STRATEGIES

The story of Sadako introduces the Japanese art form of origami and the legend of the thousand paper cranes. Introduce this art form by distributing copies of Handout 7.2, "A Letter to American Students." Discuss the letter with the class. Next, pair students and give each pair a copy of an origami diagram from Handouts 7.4 - 7.9 and a square of colored paper cut exactly to size from the pattern (Handout 7.3). Newsprint or gift wrap paper that is easy to fold and crease is best. Have students follow the instructions and create the figure from the diagram.

For a bigger challenge (and practice at giving and following directions), ask students to refer to the diagram to teach their partners how to make a different figure without touching their partner's paper or showing their partner the diagram.

A LETTER TO AMERICAN STUDENTS

Hello American friends,

I am a student your age in a Japanese public school. *Oriqami* has been something I have practiced for a long time, and now I even create new figures made of more than one sheet of paper.

Origami is the art of folding paper into figures. Paper has always been an important part of Japan's history some of our houses are made from paper!

Where did paper originate? Well, the ancient Egyptians first wrote on papyrus stalks which they pressed into sheets. Papyrus was a reed which grew there. This reed gave paper its name.

But paper as we know it was invented in China in 105 A.D. The Chinese found good paper could be made by pounding together rags, hemp, and old fish nets.

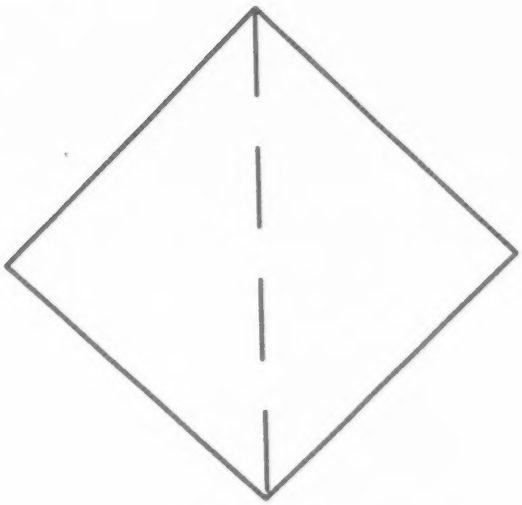
About 700 A.D., the Japanese learned this process from the Chinese. Since then, we have used paper for our delicate paintings and poetry and for the making of *oriqami*.

I am glad to hear that you are going to learn how to make *oriqami*. Have fun!

Your friend,

Okira Sasumi

SAILBOAT



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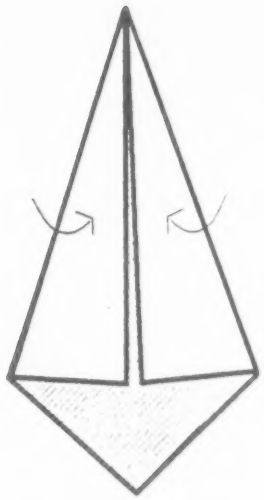
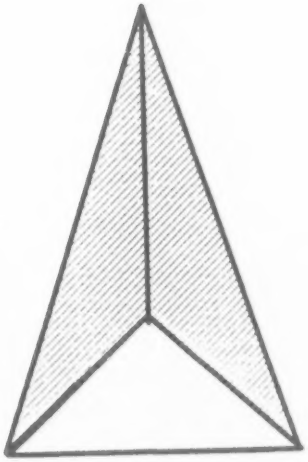
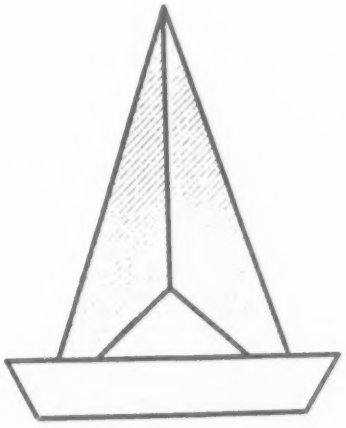


2. Fold to center crease

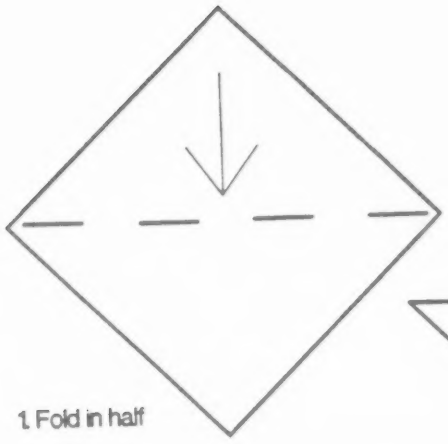


3. Fold up from bottom

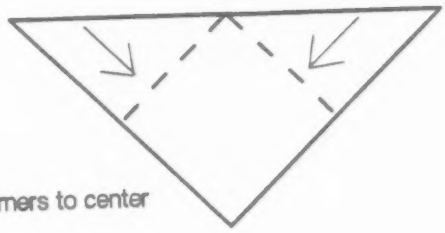


4. Fold up again

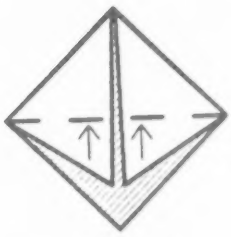
HELMET



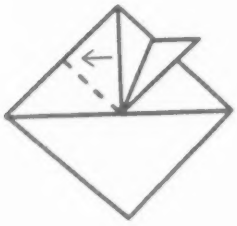
1. Fold in half



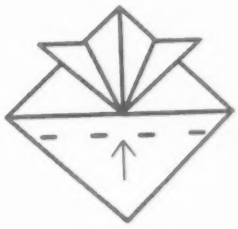
2. Fold corners to center



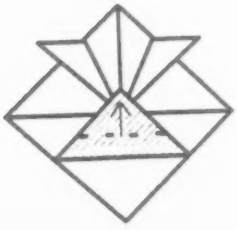
3. Fold bottom flaps upward



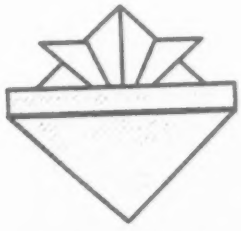
4. Fold flaps outward from center



5. Fold top flap up from bottom

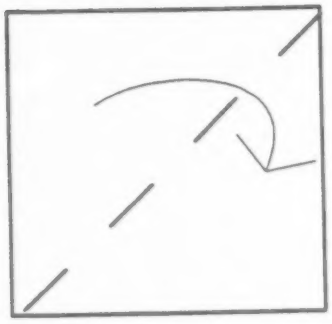


6. Fold flap up again

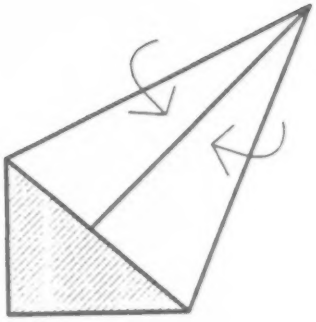


7. Fold flap up again

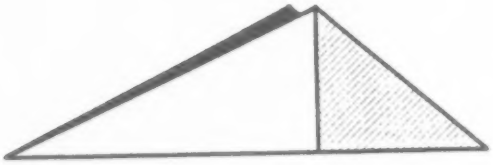
WHALE



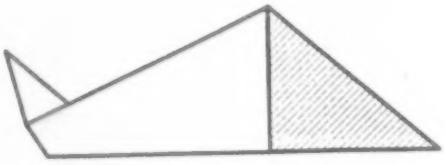
1. Fold and open



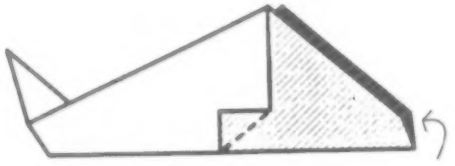
2. Fold to center crease



3. Fold backwards



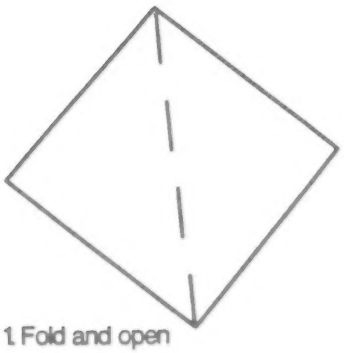
4. Fold tail back



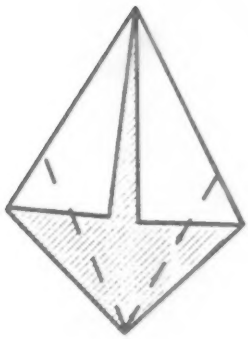
5. Fold back fin and fold in nose

6. Cut open tail and draw on eye and mouth

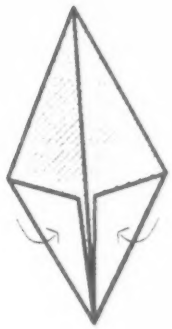
QUAIL



1. Fold and open



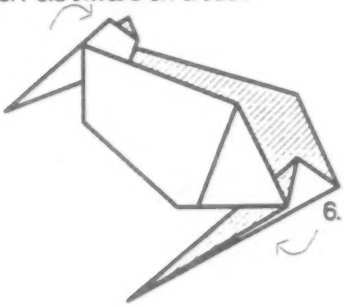
2. Fold to center crease



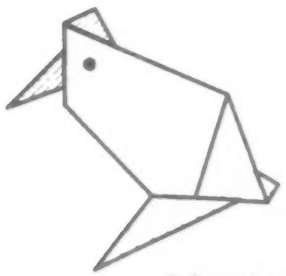
3. Fold to center crease

4. Fold in half
Crease on dotted lines

5. Fold inward on crease

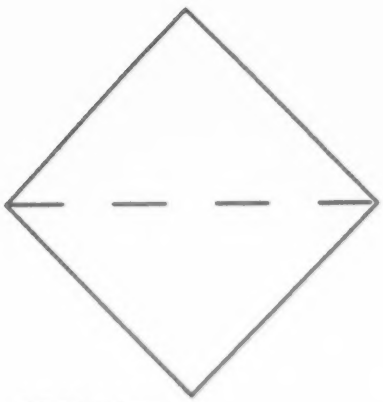


6. Fold inward on creases

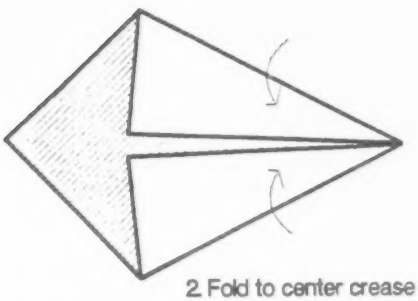


7. Draw in eyes

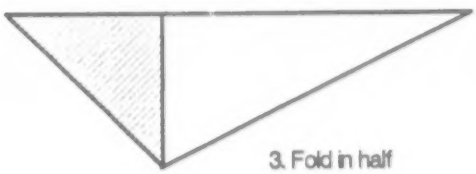
DUCK



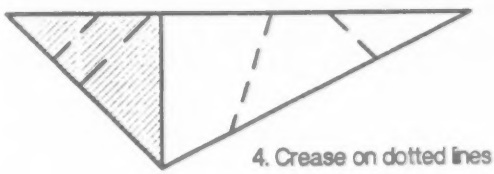
1. Fold and open



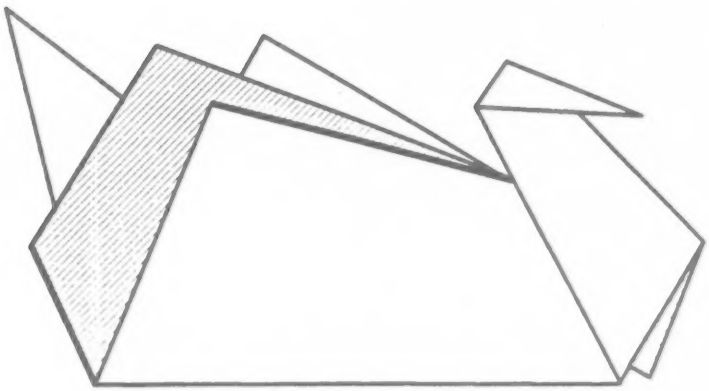
2. Fold to center crease



3. Fold in half

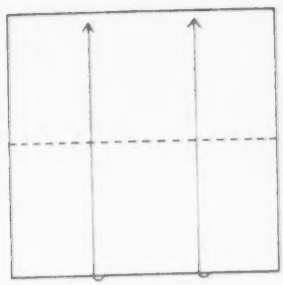


4. Crease on dotted lines

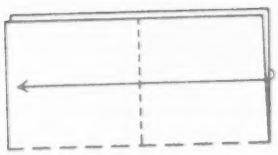


5. Fold inward on dotted lines

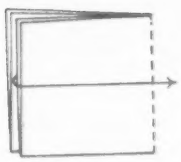
CRANE



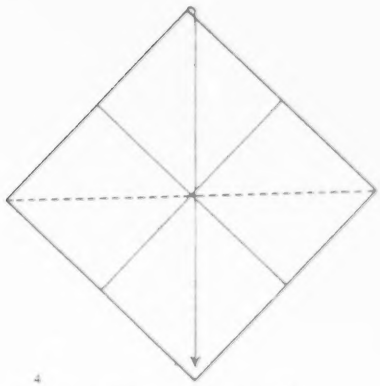
1 Fold paper in half into a rectangle creasing well.



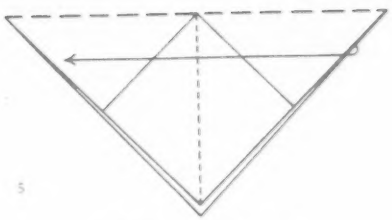
2 Fold in half into a square creasing well.



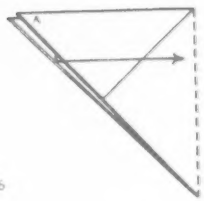
3 Unfold completely.



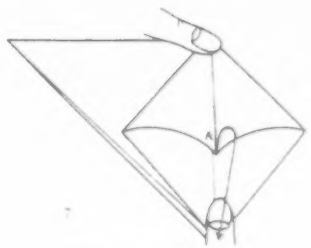
4 Fold paper in half into a triangle creasing well.



5 Fold in half into a triangle again creasing well.

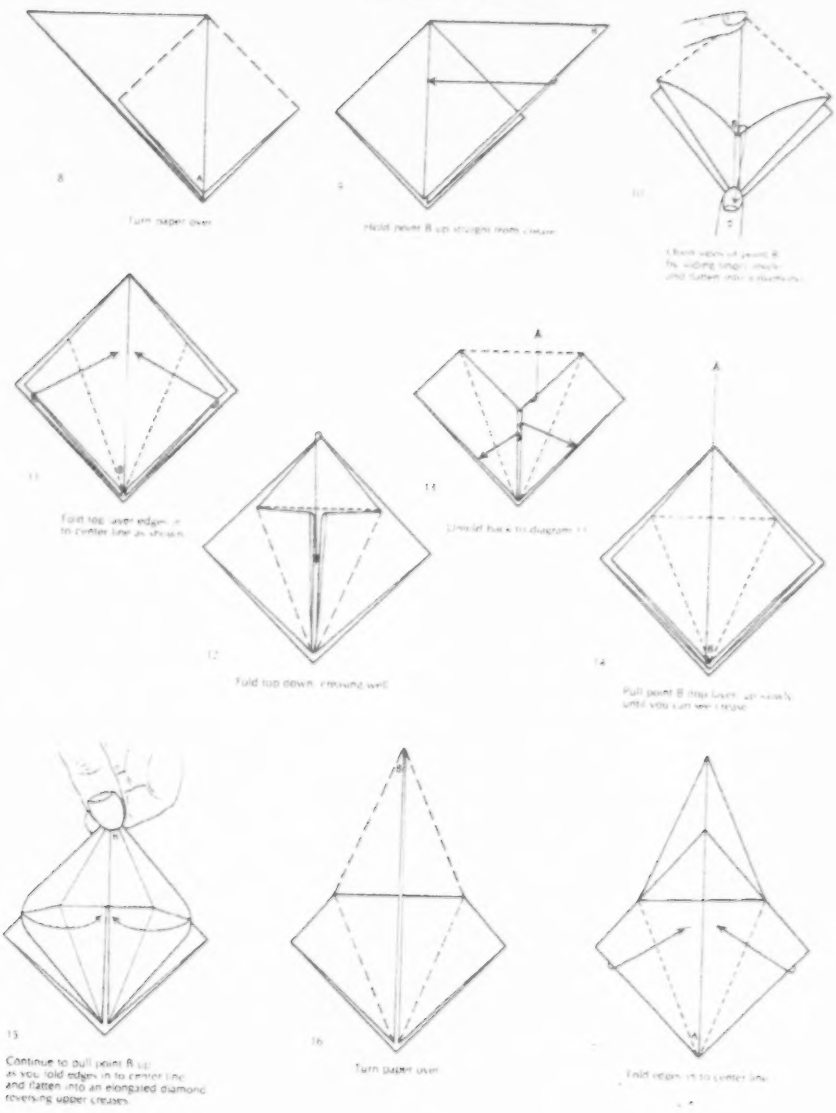


6 Hold point A (top layer) up straight from dotted line edge.

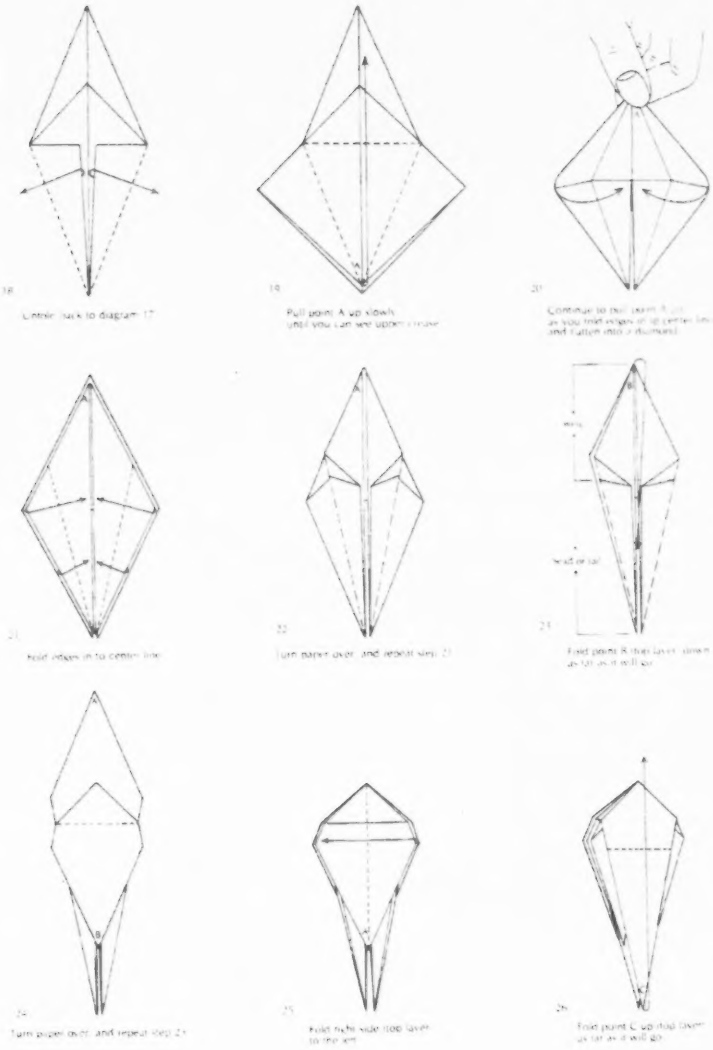


7 Open sides of this layer by sliding finger inside and flatten into a diamond

CRANE


8
Turn paper over
9
Hold inner B up straight from crease
10
11
Fold top edges of point B to center line as shown
12
Fold top down, crossing over
13
Continue to pull point B up as you fold edges in to center line and flatten into an elongated diamond reversing upper creases.
14
Unfold back to diagram 11
Pull point B step down, as nearly until you can see crease
15
Turn paper over
16
Fold edges in to center line

CRANE



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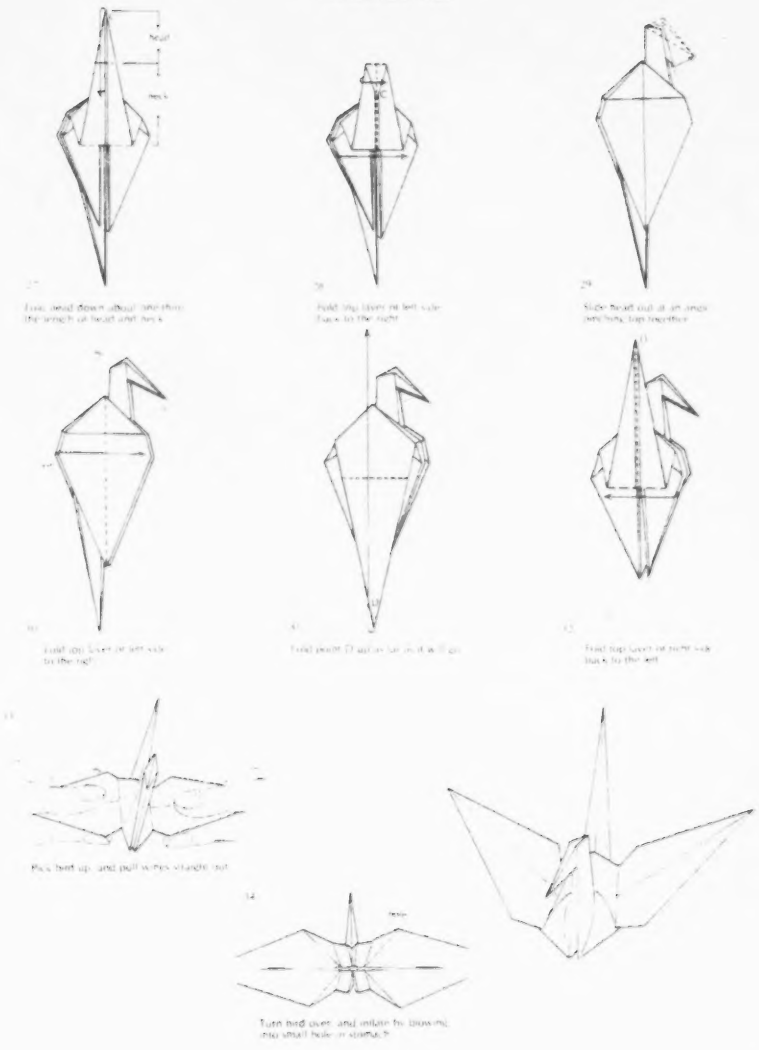


From *Origami for Christmas*. Chiyo Araki (New York: Kodansha, 1982), p. 22-25.

TOPIC 8

JAPANESE HOLIDAYS AND SYMBOLS

Lesson 1
What are the major Japanese holidays?

LESSON OBJECTIVE

The student will identify major holidays in Japan and compare these to holidays in the United States.

MATERIALS AND RESOURCES

❑ Handout 8. l "Japanese Holidays and Festivals"
❑ Teacher Resource 8. l "Holidays and Festivals Data Chart"

STRATEGIES

While most students can list holidays recognized by the United States, few can name national holidays in other countries. A look at the national holidays of Japan illustrates both similarities and differences to those of the United States.

Begin this lesson by projecting a transparency of Teacher Resource 8. l, "Holidays and Festivals Data Chart," and have students brainstorm holidays celebrated in the United States each month. The teacher should record student responses on the transparency in the first column. Next, distribute Handout 8. l, "Japanese Holidays and Festivals," and have students identify holidays to be recorded in the second column of the transparency.

Conclude the lesson by leading a class discussion on the similarities and differences in U. S. and Japanese holidays.

JAPANESE HOLIDAYS AND FESTIVALS

NEW YEAR'S HOLIDAY

Oshogatsu, from January 1st to 3rd, is Japan's most important holiday. It is a time of celebration and an important occasion for families to gather. Virtually all shops, factories, and offices in the nation are closed. Before and after the holiday, trains throughout the country are jammed with people going to and from their ancestral homes.

On New Year's Eve, many Japanese dress up in their best *kimono* and go to a local shrine or temple to offer prayers for health and happiness in the coming year. Many who remain at home watch the festivities at the more famous shrines and temples on TV, eagerly awaiting the stroke of midnight when temple bells ring in the new year.

On January 1st, those who have not done so will now make their first pilgrimage to a shrine, and most people will exchange visits with friends and relatives. Parents may give their children *otoshidama* or small gifts of money. Also on the first, the postal carrier, who is one of the few Japanese who must work, delivers to each house a stack of New Year's cards which, like Christmas cards in America, are sent to friends, distant relatives, schoolmates, business associates, and other people with whom one has dealings during the year.

January 2nd is devoted to ceremonies for initiating all sorts of daily activities performed during the year, in the hope that these rituals will bring prosperity and happiness in the coming year. Other activities for the New Year's Holiday include various children's games, kiteflying, and battledore and shuttlecock.

Special foods are served at home during New Year's, including *mochi* (pounded rice cakes), *zoni* (rice cake stew), and *sechiryori* (red beans, kelp, fish roe and other items). Japanese look forward to these holiday foods with the same eager appetites that many Americans have for Thanksgiving turkey and Christmas dinner.

SUMMER FESTIVAL

Obon, or Festival of the Dead, is celebrated on August 13, 14, 15, and 16. Buddhist in origin, this festival honors the memory of ones ancestors, since tradition has it that the spirits of the deceased return home at this time of the year.

Homes are carefully cleaned, family graves are swept, and symbolic offerings of food are placed before the family altar in every home. In the past, small fires were lit outside homes, at both the start and end of the festival, to help guide the spirits to and from the netherworld--a practice still observed in some parts of Japan. On the first night of the festival, family members will all join together in prayer at the family grave site.

Obon is a solemn occasion, but is also a time of joy since families, including members living far away, usually all gather together. As at New Year's, trains throughout the country are jammed with travelers before and after the holiday. In many localities, *Obon is* celebrated with colorful dances in which men, women, and children of all ages take part.

OTHER HOLIDAYS AND FESTIVALS

Other important celebrations are the *Hina* Festival (March 3rd), when displays of ceremonial dolls in ancient court costume are set up in homes; Children's Day (May 5th), when large paper and cloth streamers shaped like carp, a symbol of youthful energy and spirit, are flown atop tall poles; *Tanabata* or Star Festival (July 7th) when tradition has it that two distant lovers, symbolized by the stars Altair and Vega, are permitted to cross the Milky Way and be joined together for a single night each year; and *Shichigosan* or Seven Five Three (November 15th), when seven-year-old girls, five-year-old boys, and all children aged 3 dress up in *kimono* and are taken by their parents to local shrines, to offer gratitude for past health, and prayers for future health and prosperity.

Christmas and Easter are not official holidays in Japan, but are observed by the 1.7 million Japanese who are Christians. It has become popular in recent years for young people, especially in cities, to exchange gifts with friends and family at Christmas, and many families now celebrate Christmas Eve by eating holiday cake at home. Many shops and stores also set up Christmas decorations, including Christmas trees and Santa Clauses. As elsewhere, it seems Christmas is good business in Japan.

From *What I Want to Know About Japan* (New York: Consulate General of Japan, 1991).

HOLIDAYS AND FESTIVALS DATA CHART

Month	*United States*	*Japan*
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

HOLIDAYS AND FESTIVALS DATA CHART

Month	*United States*	*Japan*
January	New Year's Day M.L. King's Birthday	Oshogatsu Coming of Age Day
February	President's Day Valentine's Day	National Foundation Day
March	St. Patrick's Day	Hina Festival Vernal Equinox
April	Easter	Greenery Day
May	Mother's Day Memorial Day	Children's Day Constitution Day
June	Father's Day	
July	Independence Day	Tanabata Festival Ocean Day
August		O-bon Festival
September	Labor Day	Respect for the Aged Day
October	Columbus Day Halloween	National Sports Day
November	Thanksgiving Day Veteran's Day	Culture Day Labor Thanksgiving Day
December	Christmas	Emperor's Birthday

TOPIC 8

JAPANESE HOLIDAYS AND SYMBOLS

Lesson 2
What are some of the national symbols of Japan?

LESSON OBJECTIVE

The student will identify and compare some of the national symbols of Japan and the United States.

MATERIALS AND RESOURCES

❑ Handout 8.2 "National Symbols"
❑ Worksheet 8.1 "National Symbols Data Chart"

STRATEGIES

National symbols represent concepts and events that are an important part of a country's history and culture. This lesson asks students to examine national symbols of both Japan and the United States and draw conclusions about their significance.

Begin this lesson by distributing Handout 8.2, "National Symbols," and asking students to read and discuss the information provided on the flags, anthems, and seals of the two countries. Students should use this information to complete the data chart in Worksheet 8.1 and then color the flags and seals of the two countries.

NATIONAL SYMBOLS

JAPAN'S FLAG
The name Japan (Nippon) means Land of the Rising Sun. The symbolic sun is not only seen on the Japanese flag, but also on planes, uniforms, and other official items.

THE UNITED STATES' FLAG
The Stars and Stripes was adopted by the Continental Congress in 1777. The thirteen stripes represent the thirteen original colonies, and there is a star to represent each state.

JAPAN--THE PEACEFUL REIGN
The words to the Japanese anthem date from the 9th century. The words were performed with the music for the first time on November 3, 1880, the birthday of the Emperor Meiji. It was approved as the national anthem in 1893.

Japan--The Peaceful Reign
May the peaceful reign last long!
May it last for thousands of years,
Until this tiny stone will grow into a massive rock
And the moss will cover it deep and thick.

THE STAR-SPANGLED BANNER
The national anthem of the U.S. was written by Francis Scott Key during the War of 1812. It was adopted as the national anthem in 1931.

The Star-Spangled Banner
O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watched, were so gallantly streaming.
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

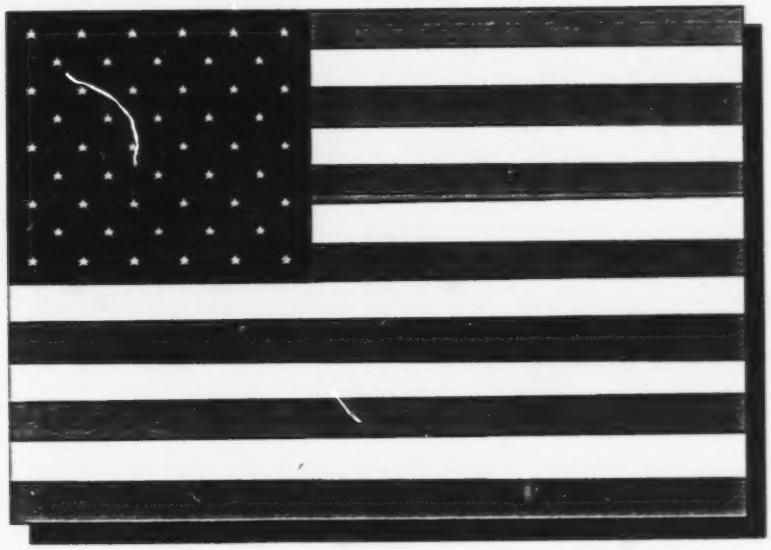
THE IMPERIAL SEAL
The Imperial Seal of the Family of the Japanese Emperor represents a beautiful chrysanthemum. It is symbolic of beauty which is so important to Japan.

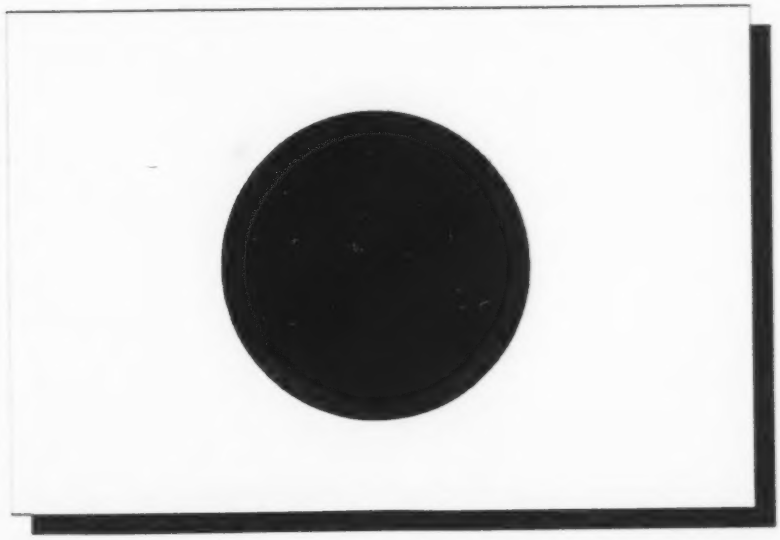
THE GREAT SEAL
The Great Seal of the United States was adopted in 1914. The powerful eagle holds an olive branch and thirteen arrows in its talons. Above its head shine thirteen stars surrounded by clouds. The words *E Pluribus Unum,* which is Latin meaning "Out of many, one," appear on the seal.

NATIONAL SYMBOLS DATA CHART

SYMBOLS		JAPAN	UNITED STATES
FLAG	*Color*		
	Design		
	Meaning		
ANTHEM	*Title*		
	Meaning		
SEAL	*Colors*		
	Design		
	Meaning		

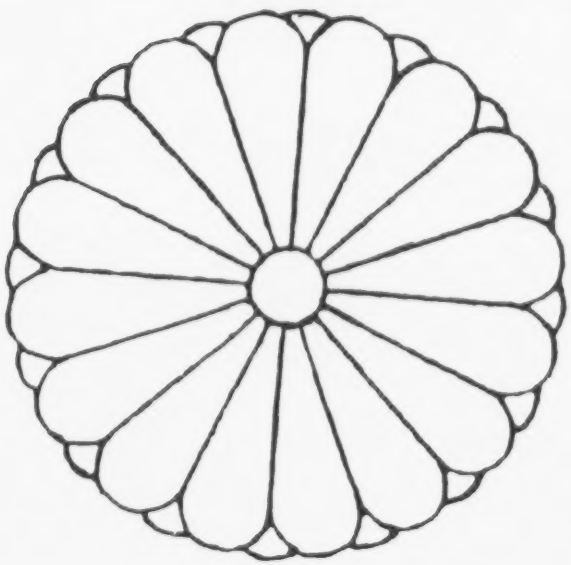
NATIONAL SYMBOLS DATA CHART
FLAGS





NATIONAL SYMBOLS DATA CHART

SEALS



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NATIONAL SYMBOLS DATA CHART

SYMBOLS		JAPAN	UNITED STATES
FLAG	*Color*	red/white	red/white/blue
	Design	sun	stars and stripes
	Meaning	symbolizes the rising sun	symbolizes unity and heritage
ANTHEM	*Title*	Japan -- The Peaceful Reign	The Star-Spangled Banner
	Meaning	Japan will last forever	The United States is a strong country
SEAL	*Colors*	yellow/white	brown/red/white/blue
	Design	flower	eagle, stars
	Meaning	beauty	unity, power, peace

TOPIC 9

MODERN JAPAN

Lesson 1

How does the structure of the Japanese government compare to that of the United States?

LESSON OBJECTIVE

The student will read, interpret and compare selections from the constitutions of the United States and Japan.

MATERIALS AND RESOURCES

- ❑ Worksheet 9.1 "Preambles"
- ❑ Worksheet 9.2 "Legislative Bodies"
- ❑ Worksheet 9.3 "Executive Bodies"
- ❑ Worksheet 9.4 "Judicial Bodies"
- ❑ Worksheet 9.5 "The Emperor"
- ❑ Teacher Resource 9.1 "Governments in the United States and Japan"

STRATEGIES

The structure of the government of modern Japan was created in the years immediately following World War II under the direction of U.S. General Douglas MacArthur. The resulting constitution reflected both Japanese and U. S. political traditions. In this lesson, students will examine portions of the constitutions of both countries looking for similarities and differences.

Divide the class into five groups and give each one a different handout comparing the two governments (Handouts 9.1 through 9.5). Students in each group should read the information they are given and complete the comparison chart. After all groups have finished, each should report their findings to the class as the teacher records the answers on a transparency made from Teacher Resource 9.1, "Governments in the United States and Japan." When the chart is complete, lead a class discussion about the similarities and difference between the two systems.

As a concluding activity, students could be asked to write a short essay comparing the constitutional organization of the two countries which includes the following topics: purpose of government, head of state, legislative power, head of state, judicial branch and use of the military.

PREAMBLES

Read the preamble to the United States and the Japanese constitutions. Then complete the following chart.

	United States	Japan
Source of Power		
Purpose Of Document		

THE CONSTITUTION OF THE UNITED STATES OF AMERICA

We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this for the United States of America.

THE CONSTITUTION OF JAPAN

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, and resolved that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws, ordinances and rescripts in conflict herewith.

We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationship, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want.

We believe that no nation is responsible to itself alone, but that laws of political morality are universal; and that obedience to such laws is incumbent upon all nations who would sustain their own sovereignty and justify their sovereign relationship with other nations.

We, the Japanese people, pledge our national honor to accomplish these high ideals and purposes with all our resources.

LEGISLATIVE BODIES

Read selections from Article I of the United States Constitution and Chapter 4 of the Japanese Constitution and complete the following chart.

	United States	Japan
Lawmaking Body		
Houses of Lawmaking Body		
Method of Choosing Members		
Qualification of Members		

ARTICLE I. (United States)

Sect. I. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Sect. 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

*(Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers,

Sect. 3. The Senate of the United States shall be composed of two Senators from each state, *(chosen by the legislature thereof,) for six years; and each senator shall have one vote.

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

CHAPTER IV. THE DIET (Japan)

ARTICLE 41. The Diet shall be the highest organ of state power, and shall be the sole lawmaking organ of the State.

ARTICLE 42. The Diet shall consist of two Houses, namely the House of Representatives and the House of Councilors.

ARTICLE 43. Both Houses shall consist of elected members, representative of all the people. The number of the members of each House shall be fixed by law.

ARTICLE 44. The qualifications of members of both Houses and their electors shall be fixed by law. However, there shall be no discrimination because of race, creed, sex, social status, family origin, education, property or income.

EXECUTIVE BODIES

Read selections from Article II of the United States Constitution and Chapter 5 of the Japanese Constitution. Then complete the following chart.

	United States	Japan
Where does executive power lie?		
Title of leader		
How does person become leader?		
Function of Executive		

ARTICLE II. (United States)

Sect. I. The executive power shall be vested in a president of the United States of America. He shall hold his office during the term of four years, and together with the vice-president, chosen for the same term, be elected as follows:

Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the state may be entitled in the Congress: but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Sect. 2. The president shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective office, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the senate, to make treaties, provided two-thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the senate, shall appoint ambassadors, other public ministers and consuls, judges of the supreme court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law. But the Congress may by law vest the appointment of such inferior officers, as they think proper, in the president alone, in the courts of law, or in the heads of departments.

CHAPTER V. THE CABINET (Japan)

ARTICLE 65. Executive power shall be vested in the Cabinet.

ARTICLE 66. The Cabinet shall consist of the Prime Minister, who shall be its head, and other Ministers of State, as provided for by law.

The Prime Minister and other Ministers of State must be civilians.

The Cabinet, in the exercise of executive power, shall be collectively responsible to the Diet.

ARTICLE 67. The Prime Minister shall be designated from among the members of the Diet by a resolution of the Diet. This designation shall precede all other business.

ARTICLE 73. The Cabinet, in addition to other general administrative functions, shall perform the following functions:

Administer the law faithfully; conduct affairs of state.

Manage foreign affairs.

Conclude treaties. However, it shall obtain prior, or depending on circumstances, subsequent approval of the Diet.

Administer the civil service in accordance with standards established by law.

Prepare the budget, and present it to the Diet.

Enact cabinet orders in order to execute the provisions of this Constitution and of the law.

However, it cannot include penal provisions in such cabinet orders unless authorized by such law.

Decide on general amnesty, special amnesty, commutation of punishment, reprieve, and restoration of rights.

JUDICIAL BODIES

Read selections from Article III of the United States Constitution and Chapter VI of the Japanese Constitution. Them complete the following chart.

	United States	Japan
Who has judicial power?		
What is the highest court?		

ARTICLE III.

Sect. I. The judicial power of the United States, shall be vested in one supreme court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

CHAPTER VI. JUDICIARY

ARTICLE 76. The whole judicial power is vested in a Supreme Court and in such inferior courts as are established by law.

No extraordinary tribunal shall be established, nor shall any organ or agency of the Executive be given final judicial power.

All judges shall be independent in the exercise of their conscience and shall be bound only by this Constitution and the laws.

THE EMPEROR

ARTICLE 1. The Emperor shall be the symbol of the State and of the unity of the people, deriving his position from the will of the people with whom resides sovereign power.
ARTICLE 2. The Imperial Throne shall be dynastic and succeeded to in accordance with the Imperial House Law passed by the Diet.
ARTICLE 3. The advice and approval of the Cabinet shall be required for all acts of the Emperor in matters of state, and the Cabinet shall be responsible therefore

1. What is the role of the Emperor?

2. How does a person become Emperor?

3. Whose approval does the Emperor need for all actions?

4. Is there a person in any other country that has a role similar to the Emperor of Japan?

CHAPTER II. RENUNCIATION OF WAR

ARTICLE 9. Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.

In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.

1. According to this chapter, what is an unacceptable action for Japan?

2. How will the people of Japan accomplish this?

GOVERNMENTS IN THE U.S. AND JAPAN

PREAMBLES		
	UNITED STATES	***JAPAN***
Source of Power	People of the United States	People of Japan
Purpose of Document	To establish a working form of government	To establish a national government; to establish a peaceful world
LEGISLATIVE BODIES		
Lawmaking Body	Congress	Diet
Houses of Lawmaking Body	Senate House of Representatives	House of Councilors House of Representatives
Method of Election	*House*: 2 years *Senate* : 6 years	Elected
Qualification of Members	*House*: age 25, 7 years, citizenship, district resident *Senate*: age 30, 9 years citizenship, state resident	Established by law; No discrimination
EXECUTIVE BODIES		
Source of Executive Power	President	Cabinet
Title of Leader	President	Prime Minister
Method of Election	Chosen by electors	Chosen from Diet by members of Diet
JUDICIAL BODIES		
Source of Judicial Power	Courts	Courts
Name of Highest Court	Supreme Court	Supreme Court

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TOPIC 9

MODERN JAPAN

Lesson 2
What are the consequences of Congressional legislation on U.S./Japanese trade?

LESSON OBJECTIVE

The student will access and evaluate legislation pending in the U. S. Congress.

MATERIALS AND RESOURCES

- ❑ House or Senate bills currently under consideration
- ❑ Worksheet 9.6 "Decision Making Chart"

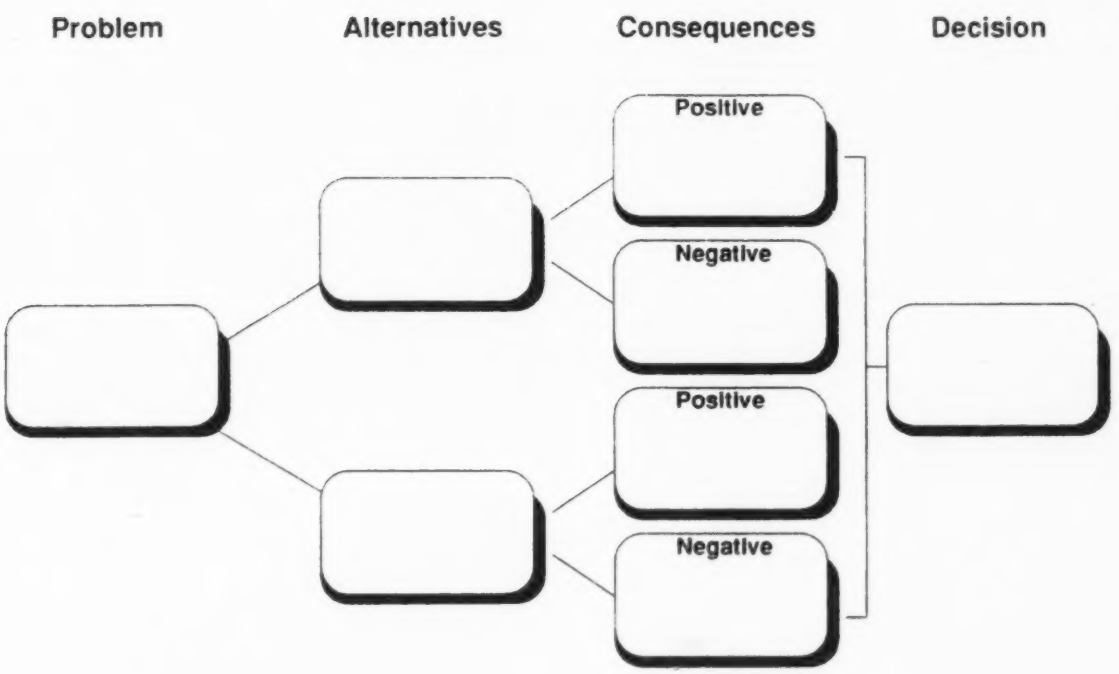
STRATEGIES

Each year, a number of bills are introduced in the United States Congress concerning U.S. trade with Japan. Acquire copies of relevant pending legislation by calling the local office of your U. S. Member of Congress and/or one of the U. S. Senators from Georgia.

A lesson designed to answer the question "How would you vote on these bills?" can be developed. The teacher should use the decision making chart (Worksheet 9.6) to identify the problem and the solution the bill suggests and enter that information on the chart. From outside readings and class discussions, identify one or two additional possible solutions to the same problem. For each of the possible solutions, identify the positive and negative consequences of each and choose the one which is deemed best.

Was the solution students chose the same solution addressed in the bill? If so, have them write a position paper supporting passage of the bill. If they feel that the class has identified a better solution than the Congress, have them write another bill that addresses their proposed solution. Use the same format and specific language of a "real" bill.

THE DECISION-MAKING CHART



Enlarge the diagram if additional alternatives or consequences are needed

From the Fulton County Board of Education Improving Citizenship Education Project

TOPIC 9

MODERN JAPAN

Lesson 3

How have the roles of women in Japan changed during the last century?

LESSON OBJECTIVE

The student will describe the impact of the forces of urbanization, modernization, war and the feminist movement on Japanese women since 1900.

MATERIALS AND RESOURCES

- ❑ Handout 9.1 "The Changing Role of Women Part I"
- ❑ Handout 9.2 "The Changing Role of Women Part II"
- ❑ Handout 9.3 "The Changing Role of Women Part III"
- ❑ Handout 9.4 "The Changing Role of Women Part IV"
- ❑ Worksheet 9.7 "Women's Roles Study Guide"
- ❑ Handout 9.5 "Interviewing Women Across the Generations"

STRATEGIES

The lives of women throughout the world have changed dramatically in the last century. This lesson asks the student to take a close look at the lives of seven Japanese women who represent different generational perspectives.

Divide the class into groups of five students. Two students in each group should be given Handout 9.2, and one student each should be given Handouts 9.1, 9.3, and 9.4. After reading their selections, students should answer the questions on Worksheet 9.7, "Women's Roles Study Guide," sharing their answers with the other members of the group. After all groups complete their questions, the teacher should follow with a general discussion using the sample questions provided.

In connection with Toki Urano's discussion about her feelings about the West just before World War II, you might ask students to ask their grandparents to tell them how they felt about Japan before the war began and compare the two viewpoints.

As a concluding activity, ask students to interview three women in the United States using the questions outlined in Handout 9.5, "Interviewing Women Across the Generations. "

THE CHANGING ROLES OF WOMEN PART I

TATSU SATO - age 104

Tatsu Sato was born in 1881, into a farming family. Farmers at that time welcomed the birth of sons who could grow up and help with the crops, but they were unhappy at the birth of daughters. Girls were seen as a burden on the family.

Tatsu Sato's family was better off economically than most, yet she was still urged to leave home and marry while she was quite young. Her family arranged a marriage for her with a young man who was the son of a merchant. Merchants were considered to have a low social status, but most merchants did well financially. As industry began to grow in Japan in the early 1900's, many young men were eager to try their luck in the business world. Women, however, were expected to tend to homes and children as well as to work to support their husbands' careers.

Tatsu Sato modeled her life on her husband's needs. She raised eight children, while at the same time helping her husband build a career in journalism. She typed and edited copy for him at night, sold magazines on the streets, set up many business channels for him, and later, served as hostess for the quests of his publishing company.

She lives now in her family home, cared for by her two unmarried daughters who are themselves in their seventies. She receives guests, enjoys tea ceremonies, and loves to talk about her husband's career, proudly showing off his biography. The book contains nothing of her contributions to his success other than to mention he had a wife and eight children, but she feels this is as it should be. She is happy to assure her guest that her life has been an exceptionally good one.

WAKA OHNO - age 100

Waka Ohno was born the daughter of a very prosperous landlord. She discovered as a child that if her family felt she was weak and frail, she would not be expected to do much work. She was pampered as a child and even received a good education, an unusual bonus for a girl growing up in the early 1900's.

Her first husband was chosen for her by her family when both she and he were children. They were married when they were teenagers but later divorced, as they were unhappy with each other.

She lived on her family inheritance until an uncle arranged a second marriage for her when she was in her 30's. As an unmarried older woman, she was considered a family problem that had to be solved. She and her second husband had two children, both of whom are grown now with families of their own. Waka Ohno lives with the family of one son and proudly points out that it was she who chose that son's wife for him. She is also very proud that her son's family takes care of her and gives her a place of honor in the household.

THE CHANGING ROLES OF WOMEN PART II

TOKI URANO - age 74

Toki Urano was born in 1911, the daughter of a brickmaker. She began working as a nursemaid at the age of 10 and continued to work for the next 60 years. Now at 64, she is retired and lives with her son and daughter-in-law. "It was my family who first suggested that I go to Tokyo to work," she says. " I was a country girl and was very nervous about moving. I worked in a big household for about five years before I married. My husband did some work for the family, which was how I met him. It was 1931 and love matches were very unusual then. I'd always worked and although I had to take care of my husband's parents after I moved into his house, it was still necessary for me to work. So I got a job in a small factory in the neighborhood."

"There was a depression in 1931. These were difficult times. People were complaining about the youngsters who'd become very Westernized. The young ones were losing respect for the old ways."

As Japan's men moved toward military mobilization prior to World War II, women formed groups like the Aikoku Fujinkai (Patriotic Women's Association). Mrs.Urano recalled, "I wasn't one of the more outspoken ones, mainly because I didn't have time. My mother-in-law was partially paralyzed just after I married, so I was kept busy taking care of her. I remember we used to make presents for the soldiers who were away form home in such places as Manchuria "

"We practiced emergency drills to prepare for the war, and we all learned how to 'man' guns to protect the homeland in anticipation of a final showdown. This was before Pearl Harbor."

"It was the national feeling then that Japan was a victim and that the West would take us over completely if we didn't fight for our traditions. It all seemed natural to me."

SESOKU TSUNE - age 56

Sesoku Tsune works for the Cosmos Public Relations Company. She received her education in America after the Pact was signed between Japan and the United States allowing student exchanges.

"When I went to America to study, I felt I was representing my country," she says. "I had a deep sense of obligation to my country, to my ancestors, and to my parents."

"Invisible obligation is deeply rooted in Japanese culture; as Japanese, we have an obligation to our group. We have a compact culture and we love symbols, so when we go anywhere, even briefly, we have to bring back an omiyage, or souvenir, to those we left behind, so that everyone may share the trip."

"I knew when I left Japan for the States that my omiyage would be education which I must use for the betterment of Japan on my return. It was a big responsibility."

"Some foreigners seem to view Japan as a restricted society that strangles its people. That's not true. If one follows the rules, one can do anything; one can be very happy. A woman is flexible, so she can adjust easily to any environment. If I were a man I couldn't be so successful at what I do."

"The most important factor in Japanese society is harmony. Superficially we all look fairly western but the core of our behavior never changes. We have to think of each other, not ourselves. If we are willing to help others, and demonstrate sincerity, then anything we wish to do is acceptable. Then people accept women like me who do not take traditional roles that is in the form of a wife and a mother."

THE CHANGING ROLES OF WOMEN PART III

TOMOE ASHIDA - age 48

Tomoe Ashida was born in 1936 in Tokyo. Her father worked in the family tailor shop until it was destroyed during World War II bombings. After the war ended, her father began to study medicine. Tomoe says he had only become a tailor to please his grandfather.

"I was my father's only daughter, but he wanted me to become a woman who could do anything herself. My mother encouraged me to be independent. Both my parents felt that women in the future would be taking active roles in society and they wanted me to be prepared to do the same."

"My mother urged me to enter a dressmaking school where I could learn design. There were only a few girls entering into a career in those days so I'm grateful now for my parents' guidance."

"Though I had no thought of marriage, I met my husband, Jun, when I entered a foreign tailoring company. My father very much approved of Jun. He thought he was a very good person, very talented, and decided that one day he would be extremely successful.

"As the mother of two young children I have had to be both a business person and a dutiful parent and there have been many times when I have had to rush home from the office to attend functions at my daughters' school."

YUKIKO ABE - age 29

Yukiko Abe was born in 1955. She is married now with a two-year old daughter, but she still works and still uses her maiden name. She was somewhat of a radical in her student days, a product of Japan's hippie generation. "Our parents didn't really know what we were doing. There wasn't much communication at home. We were a pretty ordinary family, but although we sat down to meals together we didn't necessarily say everything we felt."

Japanese women are changing, and in many way growing stronger. The stereotype of the submissive Japanese woman still exists, to be sure, but exceptions to the rule are now frequent and familiar. "When I married," says Yukiko Abe, "my husband believed a woman should clean the house and take care of children even if she was working all day. I soon put him straight."

"I don't find any particular problem combining a career with home life. I suppose it's because my husband and I work together and when we come home he helps. My daughter goes to a day care center and is very happy. Now that women are sending their children to day care their worlds are expanding. The children also need friends to play with. I don't think there are so many differences between Japanese and foreign women today. There are those who want to marry and raise children, and there are those who want to be free and independent just like anywhere else."

THE CHANGING ROLES OF WOMEN PART IV

YURIKA KAWAGUCHI - Age 23

Yurika Kawaguchi was born in 1961, the second daughter of a miller. Yurika's parents work together. "My father wants to retire, but my mother insists she wants to keep working because she can't face all the domestic squabbles. She and my grandmother don't really get on. I think the extended family system is pretty awful, to be honest. I've never seen the good side of three generations under one roof because for as long as I can remember my mother and grandmother have been on bad terms.

"Since my grandfather passed away last year my grandmother's power has been weakened, so life is a little better for my mother. But I'm sure my mother doesn't feel her house is her own."

Does Yuri want to marry? "I don't know," she says. "Maybe some day. But I'm not convinced marriage should be my goal. In Japan young women still follow tradition. I can't just marry anyone I please, even though my mother and grandmother would encourage me to, I'm sure. I'll have to marry someone who will fit in harmoniously with the rest of the family. I couldn't stand another generation of bad feeling."

Yurika feels sorry for her older sister who must carry on the family tradition of living at home after marriage. "If she is to stay on at home then her husband will have to marry into our family and carry on the name. The number of men willing to do that is diminishing."

"People talk about love marriages a lot, but people who marry for love aren't always as successful as they think they will be. There are still problems. Maybe the Japanese way arranged marriages is better."

"I think it would be better if the extended family system modernized so it doesn't die out altogether. Old people nowadays say they'd rather live in an old people's home than share their house with a hostile daughter-in-law. My mother says that. She says children don't look after their parents like they used to. I keep telling her she should use the money we give her to build a smaller place of her own but she won't. She says our happiness is her happiness. I wonder if she really feels that or whether it's how she feels she should feel."

From Ann Nakano, *Speaking for Themselves: A Century of Japanese Women*, Winds, Japan Air Lines, June 1984.

WOMEN'S ROLES STUDY GUIDE

After reading the preceding interviews, discuss the lives of the women using the questions that follow.

Part I Tatsu Sato and Waka Ohno

1. What was one of the traditional reactions to the birth of a daughter in a rural community?

   Why do you think this might have been so?

2. How did these women meet their husbands?

3. What were the types of work these women were expected to do in their lives?

4. With whom do these women live in their old age?

Part II

Toki Urani

1. What was unusual about Toki Urani's marriage?

2. How did she feel about the Westernization of Japanese values in the 1930's?

3. What effect did the coming of World War II have on her life?

4. What were the feelings she describes about Japan's relationship with the United States during the period before World War II?
   [Activity - Ask one of your grandparents about what he or she remembers about American feeling toward Japan before the war began. How can you compare the two?]

Sesoku Tsune

1. How did the outcome of the World War II affect Sesoku Tsune's life?

2. What important aspects of Japanese culture does she mention as she tells about her life?

3. What is an "omiyage" and what is its purpose?

4. Some people say Japanese culture is made up of "two sides," two points of view. How does this woman express this idea?

Part III Tomoe Ashida and Yukiko Abe

1. In what ways do these two women represent a break with traditional Japanese roles?

2. What are the aspects of Tomoe Ashida's life that remain fairly traditional?

Part IV Yurika Kawaguchi

1. What does Yurika Kawaguchi have to say about the extended family arrangement?

2. Even though she feels some changes are needed, what traditional obligations does she expect to assume in her life?

General Discussion

1. What do you think the elderly women in Part I would have to say about the day center used by Yukio Abe?

2. Why do you think women's lives changed so greatly after World War II?

3. Is the extended family household (three generations under one roof) common in this country?

   Take a quick poll among students in the class asking them how they would feel about living in an extended family household. Compile the data into charts and graphs.
   What conclusions can you draw from the data?

4. List the Japanese traditions and values that are mentioned by these women that seem very different from those of Americans.

INTERVIEWING WOMEN ACROSS THE GENERATIONS

Choose three women to interview:

- one should be close to your own age
- one should be your mother's age
- one should be your grandmother's age

Conduct an interview with each one of these women, compare their feelings on some of the topics discussed by the women represented in these readings. Some sample questions might include:

1. What sort of education did you have (or do you plan to have)?

2. What career did you hope for when you were in school? (Or, what career do you plan to have?)

3. How much influence did (or will) your family have in your choice of a husband or career?

4. What do you feel are "appropriate women's roles" in your society?

5. What do you think qualifies one as the "head of the household"?

6. Do you feel there are any restrictions on women in American society today, as far as employment and educational opportunities are concerned?

   What are those restrictions and how do you think they came about?

7. How has the overall situation of women changed in your lifetime?
   What factors do you feel have contributed to these changes?

8. How would you evaluate the situation of the elderly in American society?
   What changes do you feel would benefit the elderly?

Assignment

Evaluate and summarize the findings of your interviews. Then write a paper in which you compare and contrast the views of the women from the two countries.

Some points you might consider include:

- What similarities do you find? Are those closest in age also close in some of their ideas and beliefs?
- How do the ideas of those who grew up after World War II differ from those born earlier? Why was the war a turning point?
- What basic differences seem to exist between the two groups? What factors do you think might have led to these differences?